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ABSTRACT

This set of health education materials for grade 6 includes a teacher's manual, student workbook, activity posters, suggestions for a special event, and a booklet of letters for parents. The materials cover recommended health education content, including personal health, hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, and environmental and community health. The emphasis in the grade 6 lessons is on setting and achieving goals. (LL)

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ED 404 297

CONTEMPORARY HEALTH SERIES

# ACTIONS for HEALTH

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CONTEMPORARY HEALTH SERIES

# ACTIONS for HEALTH

## 6

**ETR ASSOCIATES**
Santa Cruz, California
1994

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*Actions for Health* is the elementary school component of ETR Associates' *Contemporary Health Series*, a K–12 comprehensive health education program.

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# Acknowledgments

*Actions for Health* is the elementary component of ETR Associates' Contemporary Health Series. Together with *Into Adolescence* (for middle school students) and *Entering Adulthood* (for high school students), the series presents a comprehensive instructional program for health education in elementary through high school classes.

In many ways, the elementary program is the most critical part of the series. In addition to promoting cognitive development, elementary health education provides the foundation for building skills that promote healthy behavior and address health risks later in life. Self-esteem, decision making and other important skills that mark a healthy adult require time to develop and take hold. Education for important personal and social skills is essential at the elementary level.

*Actions for Health* is the result of the efforts of numerous educational advisors and consultants in addition to ETR staff. We wish to thank the administrators, curriculum specialists, teachers and health professionals who helped mold and refine this program. We also wish to acknowledge the students in classrooms across the country who participated in piloting this program. Their involvement was critical to the development of the final versions of each grade.

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# Program Philosophy

*Actions for Health* was designed with the elementary educator's special needs in mind. Each grade level has been pilot-tested in classrooms around the United States to ensure that the curriculum is effective and easy to use.

This comprehensive curriculum for students in grades kindergarten through six addresses the scope of recommended health education content. This content includes personal health and hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, environmental and community health, and consumer health.

Each of these content areas is addressed at each grade level, but different topics are emphasized in different grades for balance and appropriateness. The developers of the Contemporary Health Series have chosen to group these content areas into six areas of emphasis.

# Content Emphasis for the Contemporary Health Series

While the organization of the Contemporary Health Series represents a new way to look at health content, it correlates to specific health problems identified by the U.S. Centers for Disease Control (CDC) and to the ten basic health content areas. There is an emphasis, however, on important foundation elements needed to address health problems such as drug use and unintended pregnancy that begin to emerge in adolescence. A brief description of the six areas of emphasis follows:

- *Foundations for Health* addresses aspects of health education that are critical and important to the overall health of individuals. This area includes the topics of mental/emotional health, self-esteem, wellness, communication, stress management, relationships/friendships, responsibility, self-discipline, ethnic and cultural diversity, morals and values, refusal skills and decision making.
- *Personal Health and Nutrition* relates to the physical and personal aspects of health including consumer health and fitness.
- *Substance Use and Abuse* addresses education and prevention skills around the use of tobacco, alcohol and other drugs. This area emphasizes refusal skills and decision making.
- *Family Life and Sexuality* deals with the large range of content and skills related to families, relationships, growth and development, puberty, pregnancy, birth, sexual behavior, and sexuality and responsibility. This area also addresses the skills and information necessary to prevent the spread of sexually transmitted disease (including HIV/AIDS).
- *Injury Prevention* addresses the prevention of both intentional and unintentional injuries, including violence and suicide. This area focuses on encouraging behavior to reduce the risk of injury.

- *Health and Social Responsibility* addresses important social issues that are related to the health and welfare of others as well as self. These issues include acceptance of and respect for ethnic and cultural differences, environmental concerns, community action, health care, and responsibilities related to the health of others.

While topics in each area of emphasis are addressed in each grade of *Actions for Health*, they are sequenced to be developmentally appropriate.

## Personal and Social Skills

Recent research in prevention programs indicates that effective programs combine skill-building activities with information. *Actions for Health* addresses skill development with different skill themes emphasized at each grade level and reinforced across grades. Students use the health content identified for each grade to practice the particular skill for that grade level, although all skills are presented in all grade levels. This emphasis on skills development empowers children to make choices that contribute in a positive way to their health. This, in turn, enhances students' self-esteem.

The following list describes the skills emphasized at each grade level:

- *Grade K—Self-Esteem.* Although not a skill per se, self-esteem provides the foundation for *Actions for Health* and is therefore the focus of Grade K. As with the skills, self-esteem is reinforced in all the other grades.
- *Grade 1—Rewarding Healthy Behavior.* Feeling good about a behavior increases the likelihood that an individual will continue to practice the behavior. Students can be taught to reward themselves for their behavior. They can also learn to provide reinforcement for the healthy behavior of others. Teachers, parents and the community also play an important role in reinforcing and rewarding healthy behavior.

- *Grade 2—Communicating with Others.* Communication is an essential prevention skill. Effective communication skills enable students to establish feelings of connectiveness, express feelings, communicate health needs and resist internal or external pressures to practice unhealthy behavior.
- *Grade 3—Making Decisions.* Students need to be able to identify decision points, clarify complex issues, gather information, evaluate the advantages and disadvantages of alternatives, and take action. Combined with health knowledge and the opportunity to make healthy choices, the ability to make decisions is a powerful skill.
- *Grade 4—Health Assertiveness.* Students need to be able to negotiate the right and the opportunities to practice healthy behavior. This skill involves resisting pressures to choose options that are inconsistent with personal, family or cultural values.
- *Grade 5—Managing Stress.* The ability to deal with stressful situations without jeopardizing one's health is an essential skill. Students need to be able to identify situations that cause stress and to minimize its potentially harmful effects.
- *Grade 6—Setting and Achieving Goals.* Students who can identify their needs, set goals and take action to achieve those goals are able to take charge of their lives and create their own opportunities to practice healthy behavior.

# How to Use This Curriculum

This *Actions for Health* curriculum is designed to be both comprehensive and easy to use. Every effort has been made to make it easy for teachers to engage young imaginations directly in exploring health.

At each grade level, special features of the curriculum include emphasis on a particular skill for healthy behavior, a theme animal, student booklets that communicate health themes in fun-to-read stories, posters, a special event, and suggestions for involving families and community in the students' learning. All elements are designed to make learning about health interesting, personal and fun.

Grade 6 emphasizes goal-setting skills across a wide range of health content. The theme animal for this level is an Amazonian tree frog. The student booklet *Everyday Decisions* helps students understand short-term and long-term goals and the importance of planning for goals. The second student booklet, *Inside-Out Feelings,* depicts some of the confusing feelings that confront preadolescents.

The curriculum incorporates a variety of instructional strategies designed to develop and maintain student interest and motivation. Some of the strategies are traditional, while others are more interactive, encouraging students to help each other learn.

Each grade in the curriculum has been designed to be taught in approximately 30 lessons, which would be about one health lesson a week throughout the school year. However, you may want to teach these lessons more often or group them in different ways to fit your specific needs. Some lessons do take more time than others to complete. In these cases, lessons can be broken up into two or more sessions; you will probably want to teach all sessions of such lessons in the same week.

## Overview of Grade 6

The three lessons in **Unit I: The Goal-Setting Process** introduce the skill theme of goal setting. Students learn why goals are important and how to set goals. They then have an opportunity to apply the goal-setting and action-planning steps they are learning to personal health goals.

In **Unit II: Goals for Personal Health,** students become more aware of three major factors that affect their health—heredity, environment and personal behavior—and things they can and cannot control about their health. The four lessons in this unit provide information about fitness and nutrition, oral health and stress management.

The four lessons in **Unit III: Growing Up and Liking It** are designed to help students understand the physical, emotional and social changes that accompany puberty. These lessons encourage students to accept a variety of physical characteristics in themselves and their peers and to look beyond the surface to find out what other people are really like. The unit includes a lesson on eating disorders and steroid use and another on HIV prevention.

**Unit IV: Goals for Relationships** begins with a review of communication skills. This unit includes a cross-age teaching project that emphasizes communication. The four lessons in this unit also consider the characteristics of friendships, common male/female stereotypes and ways to say no in a variety of situations.

The four lessons in **Unit V: Health and Social Responsibility** let students plan and implement a class community service project. After

a survey of community health resources, students choose and plan their project. The successful completion of this project provides the basis for the Special Event at this level.

**Unit VI: Preventing Injury and Conflict** begins with a lesson on preparation and survival procedures for a variety of natural disasters and common steps to take during emergencies. The remaining two lessons in this unit look at conflict resolution. The lesson on the nature of conflict serves as a foundation for the conflict resolution skills practiced in the next lesson.

**Unit VII: Avoiding Substance Use** offers two lessons to help students examine reasons people use drugs and identify healthy alternatives to drug use. A panel of high school students visit the class to discuss their views and experiences related to drugs, including influences, choices, consequences and alternatives. The purpose of this panel is to give students a strong no-use message from one of the strongest influences in their lives—their peers.

The culmination lesson reemphasizes the importance of goals with a discussion of the unique human capacity to dream and how dreams or visions can help people reach their goals.

## Special Event

Each elementary curriculum grade level includes suggestions for a special event that focuses on or features the projects and the health information taught at that level. The suggested special event for Grade 6 is developed around the lessons in **Unit V: Health and Social Responsibility**. This event, a Community Service Celebration, celebrates students' work on a community service project. Be sure to check the suggestions for this special event early in the year so you will have adequate time to plan for it.

We recommend that the special event be a schoolwide and community event. As with any of the suggested activities in this curriculum, feel free to adapt the special event to the needs of your students.

## Lesson Elements

To increase your ease in using the curriculum, a simple, consistent design guides you through each lesson. The basic elements of the design are described in the following pages.

### *Objective*

The objective for each lesson is clearly stated. It establishes the content to be addressed and identifies the behavior to be practiced. Some lessons have more than one objective, and each objective is clearly addressed in the suggested evaluation of the lesson.

### *Time*

The time indicated for each lesson is an approximate measure, based on a 45- to 50-minute class period. The actual time required to complete all activities in a given lesson will vary, depending on student interest and ability. Lessons that will probably require more than one class period to complete are indicated.

### *Overview*

The overview briefly discusses the concepts that will be dealt with in the lesson and describes the procedures involved.

### *Integration*

For most lessons, we have suggested appropriate subjects for integration of the health curriculum. We encourage integration as a way to enhance learning.

### *Teacher Materials and Preparation*

Each lesson includes a list of the materials and resources you need to complete the lesson. We have assumed that certain basic materials are always available, including chalkboard and chalk, or posterboard or

chart paper and markers. We also assume that your students have pencils or pens to complete the worksheets, and paper on which to take notes. Other supplies you will need, such as art supplies, are indicated for each lesson.

Many teacher pages present information to students as a group. If you have an overhead projector available, these pages can be made into transparencies. You can also enlarge the pages to make posters to show the class or copy the information onto the board.

### *Procedure*

The procedure provides a step-by-step guide to presentation of the lesson. Each lesson contains skills-based activities that provide students appropriate practice with both the content and the behavior indicated in the objective.

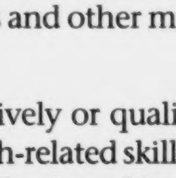
### *Evaluation*

Each lesson provides the teacher with one or more methods for evaluating student performance on stated objectives. The methods are listed following the procedure section of each lesson. Evaluative methods include analysis and comment on worksheets and other materials, as well as observation of individual responses.

It is impossible to measure objectively, quantitatively or qualitatively the development and maintenance of many health-related skills, and it is inappropriate to grade student work that is reflective of individual feelings, beliefs or behaviors. Therefore, the evaluation methods serve as tools to assess students' participation and cognitive learning from each lesson.

### *Home/Family Involvement*

Many lessons include suggestions for Home/Family Involvement. Family and community involvement is an important aspect of a comprehensive health curriculum. The health knowledge and skills students gain in the classroom need to be supported and reinforced at home and in the community.



Several lessons include letters about the curriculum to send home. You are also encouraged to invite family members and other volunteers to help you in the classroom as you teach these activities. The lively student booklets have been designed to be taken home and read with family members. We leave it up to individual teachers to choose whether the booklets are consumable. They certainly can be brought back to school for use in future years.

### *Follow-Up/Extension*

Many lessons also include suggestions for Follow-Up/Extension activities. These activities can help you extend and enhance the lesson. You are encouraged to use these activities as appropriate for your class.

This section has two special features at this level—Vocabulary Challenge words and Fabulous Facts.

Each lesson has at least one Vocabulary Challenge. These words, which relate directly to lesson content, provide a tool to integrate health with language arts.

You can introduce or reinforce the meaning of these words during class discussion. The words can also be included in routine spelling or vocabulary quizzes. A final spelling test or crossword puzzle at the end of the health curriculum could be used to review all the words.

The Fabulous Facts are intended to increase student interest and enjoyment in learning about the human body. Many of these facts appear in the form of questions. Some of the facts relate to lesson content. In other lessons, the facts provide students with information and an opportunity to discuss how the body works.

Fabulous Facts can be used in many different ways. They can be used as a sponge activity during the day, or the questions can be written on the board in the morning and students can be challenged to find the answers by the end of the day. They can also be used as icebreakers or as introductions to the health lessons.

### *Suggested Resources*

Some lessons contain suggestions for additional resources, which you can use to supplement the material provided. Some resources offer additional information for you, some suggest activities to enhance students' learning, and some offer information for parents and families. None of these resources are needed to complete the lessons. Feel free to make use of these suggestions as you see fit.

## Teacher Responsibilities

Many aspects of a health curriculum deal with sensitive subjects that require a careful approach to teaching. As a teacher, you have a responsibility to follow district guidelines for instruction in sensitive subjects. We have carefully developed activities for appropriateness. However, it is not possible to meet the specific guidelines for all districts.

Additionally, be aware of the maturity level of your students and adjust lesson activities and content accordingly. Involve students' family members as appropriate.

Classroom atmosphere is critical when teaching sensitive topics. You are encouraged to establish classroom conditions and groundrules that contribute to feelings of security, autonomy, belonging, purpose and personal competence.

If possible, for discussions involving the whole class, seating should be arranged in a circle or horseshoe configuration so all students can see their classmates. Such arrangements encourage interaction and promote a more relaxed environment.

## Groundrules

Groundrules help provide a comfortable, positive and secure classroom environment. You may choose to involve students in developing class groundrules. Some suggestions for groundrules include:

- Treat each other with respect and courtesy.

- Listen carefully to others.
- Allow others to speak without interruption.
- Be supportive of others. No put-downs allowed.
- No question is stupid or wrong.

Students should be assured from the beginning that they have the right to pass during any discussion or activity that involves personal opinions, feelings or experiences. ***Be sensitive to student feelings, and provide an element of privacy for personal assessments.***

## Responding to Student Questions and Concerns

Questions about any aspect of health may be sensitive or difficult to answer. When students ask questions about sensitive issues, consider the following points:

- What is the student really asking?
- Why is the student asking the question?
- What does the student already know?
- How much information does the student need?

If students begin to disclose information about personal or family problems during class discussion, tell them that you would like to discuss the situation privately. Be sure to arrange to talk privately with such students. The following guidelines can help you respond to students' personal concerns:

- Listen carefully; ask questions only to clarify information.
- Praise the child for telling someone about her or his concern.
- Validate the child's perceptions.
- Reassure the child that it is not his or her fault.
- Encourage the child to talk to parents or appropriate family members about the concern.
- Encourage the child to take good care of herself or himself—to eat healthy food, get enough rest, spend time with friends, work hard in school.
- ***Follow district policy and state laws regarding reporting the disclosure to appropriate authorities.***

You may also want to contact parents or other family members to let them know of the child's concerns.

# UNIT I

# The Goal-Setting Process

# LESSON

# 1

# Why Bother with Goals?

## Objective

Students will be able to explain why it is important to set goals.

## Time

One class period.

## Overview

This first lesson in **Unit I: The Goal-Setting Process** introduces the skill theme of goal setting. Goal setting is an important skill. It can help students apply health knowledge to their daily lives and take actions for health.

The lesson begins with an icebreaker activity that includes a question that relates to goals. Students then brainstorm some meanings of the word *goal* and look at a poster that shows the steps in the goal-setting process. They discuss the importance of goals and begin a health journal for the year.

## Integration

Language arts.

## Teacher Materials and Preparation

HAVE:

- ✓ **Know Where You're Going**, an *Actions for Health* poster. (See example on teacher page.)
- ✓ Writing paper, one piece for each student.
- ✓ Manila or construction paper folders, one for each student.
- ✓ Art supplies (crayons or markers) for students (optional).
- ✓ Magazines students can cut pictures from (optional).
- ✓ Scissors and glue (optional).

COPY:

- ✓ **Who Are You?** worksheet, one for each student.

REVIEW:

- ✓ Journal Writing ***Teacher Background Information.***
- ✓ **A Goal Is...** ***Example.***

## Procedure

■ Tell students that they are going to be learning how to keep themselves healthy this year. Explain that they will learn more about themselves and each other. Add that class groundrules will help them

enjoy these health lessons and get more out of them. Set up or review class groundrules. See How to Use This Curriculum for some suggested groundrules.

■ Distribute the **Who Are You?** worksheet. Tell students they are going to interview another student in the class. Encourage them to listen carefully to their partners' answers so they can introduce each other to the class. Explain that they should ask each other the questions on the worksheet and take notes on their partners' answers.

Have students pair up. Encourage students to choose a partner they don't know well. Allow time for students to conduct their interviews.

When students have completed their interviews, have them introduce their partners to the class. When the introductions are completed, ask for student reactions. Did they enjoy the activity? Did they learn anything new about their classmates? Did anything surprise them?

■ Ask students to think about their answers to the last question on the **Who Are You?** worksheet. Does their answer represent a goal for them—something specific they want to work on?

Write the word GOAL on the board. Ask students what the word means to them. Use their responses to create a cluster diagram. See **A Goal Is...** ***Example***. If necessary, clarify the meaning of the word *goal*, for example, something you aim for or want to accomplish.

■ Ask students why goals are important. Show students the **Know Where You're Going** poster. Read the sentence, "Know where you're going…so you don't end up somewhere else."

Distribute writing paper and ask students to copy the sentence. Tell them they'll be keeping their work during health classes in a special journal. This sentence will be the beginning of their journals.

Ask students why people sometimes don't set goals even when they know goals are a good idea. Responses may include:

- People think they don't need a goal.
- Goals can be hard work.
- Some people think goals get in the way of having fun.
- People don't want to risk feeling bad if they don't reach their goals.
- It may be hard to figure out how to get to your goal.

■ Point out the goal-setting guidelines on the poster. Tell students these guidelines will help them set goals they can reach. Add that they will also learn how to plan the steps to reach their goals. Review each of the guidelines.

Tell students that the first step in goal setting is to choose a goal—something you want to work toward. Explain that we all have some goals, even if we don't usually think of them that way. Ask for volunteers to share some of their goals. Tell students that goals should be positive—they should emphasize something you want to do.

Point out the next guideline on the poster, Write it down. Tell students this is a very important step. Writing down a goal helps make it more real. Explain that writing down a goal is like making a contract with yourself.

Point out guideline 3, Check your goal. Tell students that the three questions under this guideline can help them be sure the goal they have chosen is right for them. Explain that it's very important to be clear and specific about your goal so you will know what to do.

Remind students of the sentence, "Know where you're going…so you don't end up somewhere else." Add that if you're not clear and specific about your goal, you won't know when you have reached it.

Tell students that it's also very important to be sure your goal is something you want for yourself. The goal must also be something that you are able to do.

Explain that if people set goals that aren't things they really want or can do, they will have trouble reaching their goals. Then they may feel disappointed in themselves, and they won't want to set more goals.

Point out the last guideline, Make a plan to reach your goal. Tell students they will be learning more about how to make a plan in the next lesson.

- Tell students to take out the page on which they wrote the "Know where you're going..." sentence. Tell them to write a paragraph or draw a picture for their journals about what the sentence means to them. *Note:* This project can be completed as homework.

- Distribute folders. Tell students to keep the pages for their health journals in these folders.

## Evaluation

Review students' participation in class discussion and their work on the "Know where you're going..." paragraph or picture for their ability to explain the importance of goals.

## Follow-Up/Extension

Allow students to decorate the covers of their health journal folders with pictures they draw or cut from magazines. Suggest a title such as "Planning for Health" or "My Health Goals."

### *Vocabulary Challenge*

*achievement* (something reached by means of one's own efforts, such as a goal)

### *Fabulous Fact*

Why doesn't a little scratch hurt? (The outer layers of skin are dead or dying and are constantly rubbing off. The blood vessels and nerves are in the deeper layers of skin. A little scratch in the outer layers of skin won't hurt because there are no nerves in that area.)

# Journal Writing

## *Teacher Background Information*

Journal writing enriches the learning experience, allowing students to personalize what they are learning. As students write, they can clarify, analyze and reinforce concepts; express emotions; and generate new ideas related to classroom discussion and activities.

A journal may be viewed as part diary and part class notebook. A diary records the student's private thoughts and experiences, while a notebook records the presentation of information. Journal entries can be completely open ended or include some assigned topics. In their health journals, students can record their ideas, thoughts and feelings related to the important topics in this curriculum, which include personal goals, the changes of puberty and avoiding drug use.

Many of the worksheets in this curriculum can also be included in students' journals. These worksheets encourage students to explore a variety of topics and may increase students' interest in and readiness to keep journals. Journals should be kept in folders or binders, so worksheet pages from the curriculum can be added. This format also allows students to remove private pages before sharing their journals with the teacher.

Personal teacher responses to student writing are often appreciated by students. These responses provide a way to build trust between student and teacher. Avoid making grammar and spelling corrections on journal entries. Such corrections may interfere with students' expression of ideas.

Journal writing can be optional or required. (Some of the worksheets that are appropriate for journal entries will be required.) If journal entries are required, you should collect them on a regular basis, such as once a week or every other week. Journal entries can be graded on the basis of completion and students' efforts to express themselves. The specific content of the entries should not be graded.

Journal writing can be used as a tool to help integrate students' entire classroom experience, in addition to the health curriculum. The expectations for the journals should be clearly defined and discussed in advance so students will feel comfortable expressing themselves.

Name ______________________________

# Who Are You?

1. What do you like to do in your free time? ______________________

2. What is your favorite TV show or movie?

3. Who is your favorite singer or music group?

4. What is your favorite book?

5. How many people live in your family? ______________________

6. How long have you lived in this area? ______________________

7. When do you feel happy? ______________________

sad? ______________________

angry? ______________________

8. What are you especially good at doing? ______________________

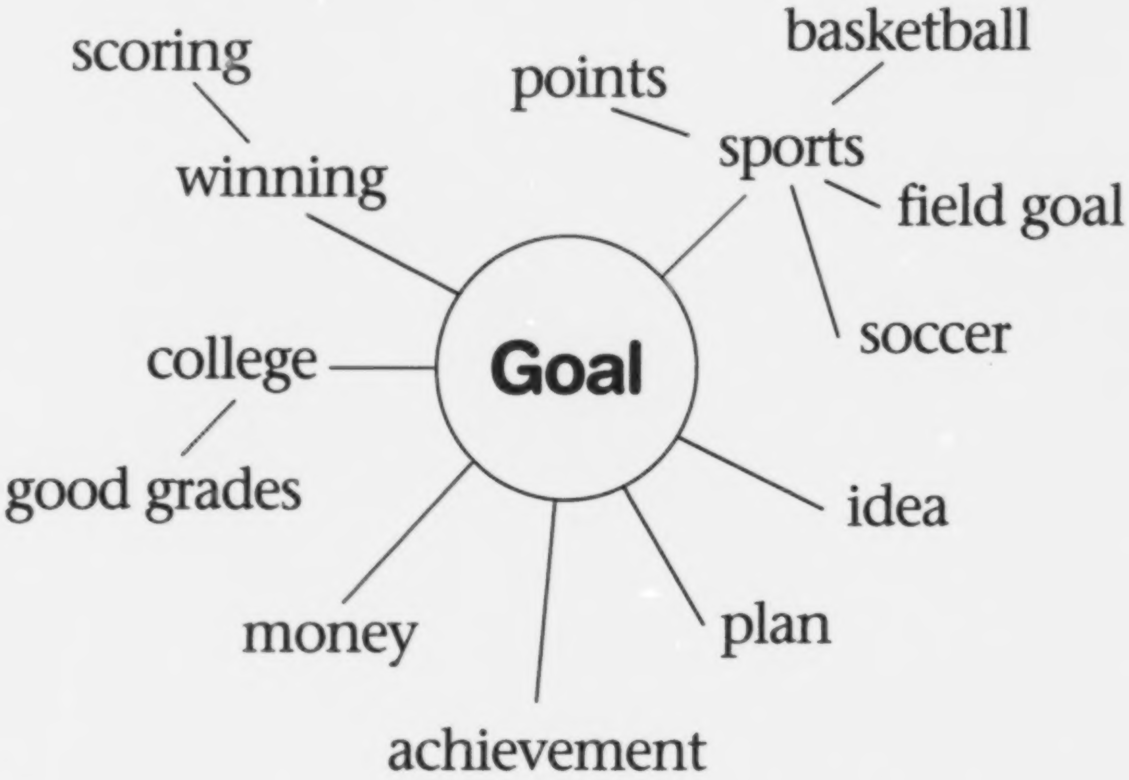
9. What do you think is special about you as a person? ______________________

10. What would you like to do better? ______________________

**TEACHER**

# A Goal Is…

*Example*


scoring
basketball
points
winning
sports
field goal
soccer
Goal
college
good grades
idea
money
plan
achievement

# Know Where You're Going

*An* Actions for Health *Poster*

## Know where you're going...

**1.** Choose your goal.

**2.** Write it down.

**3.** Check your goal.

- Is it clear and specific?
- Is it something you really want?
- Is it something you can do?

**4.** Make a plan to reach your goal.

## ...so you don't end up somewhere else!

# LESSON

# 2

# Workable Goals

## Objective

Students will be able to explain the goal-setting process.

Students will be able to differentiate between short-term and long-term goals.

## Time

Two class periods.

## Overview

In this lesson, students learn how to set goals. They begin by reviewing the guidelines for goal setting. They use these guidelines to complete a worksheet on workable goals. Students discuss short-term and long-term goals and read a story about both kinds of goals. They then learn more about the last guideline—planning to reach a goal. They use the planning steps to practice setting a goal.

## Integration

Language arts, social studies.

## Teacher Materials and Preparation

HAVE:

- ✓ **Know Where You're Going**, an *Actions for Health* poster, from Lesson 1.
- ✓ *Everyday Decisions* student booklet, one for each student.

COPY:

- ✓ **Goals That Work** worksheet, one for each student.
- ✓ **Goal Planning** worksheet, one for each student.
- ✓ **Setting Goals for Health** letter, one for each student.

MAKE:

- ✓ Transparency or poster of **Planning to Reach a Goal.**

REVIEW:

- ✓ **Goals That Work *Example*.**
- ✓ **Goal Planning *Example*.**

## Procedure

■ Use the **Know Where You're Going** poster to review the goal-setting guidelines. Tell students that it is very important, even though it can be very difficult, to set a workable goal, a goal they can achieve. Go over a few examples of workable goals with the class. Use the following examples or ask students for some examples.

- I want to exercise three times a week. Does this goal meet the guidelines? (Yes, if it's something I really want to do.) Why? (It is clear, specific and something I can do.)

- I want to go to the moon. Does this goal meet the guidelines? (No. It is vague and probably impossible to do at this time. A lot of the things needed to do this are not under my control.)

■ Distribute the **Goals That Work** worksheet. Tell students this worksheet will help them analyze some sample goals. Have students complete the worksheet in pairs.

■ When students have completed the worksheet, discuss it with the class. Use the **Goals That Work *Example*** as a guide for this discussion. Tell students that goals can be either short-term or long-term. A short-term goal can be accomplished in a short period of time, a day or two or a week or two. Long-term goals may take months or years to accomplish.

Discuss which of the goals on the **Goals That Work** worksheet were short-term and which were long-term. For example, the goals in situations 1 and 5 on the worksheet are short-term, because they are goals for one week. Situation 7 is also a short-term goal; it's just for the weekend.

Situations 3, 4 and 6 relate to more long-term goals. It may take many weeks of practice to prepare to try out for the varsity basketball team. The lawn-mowing and babysitting arrangements might take place over many weeks or months.

Tell students that some long-term goals can be broken down into several short-term goals. Sometimes these short-term goals are part of the plan for reaching a long-term goal. For example, the goal in situation 2 works better as a short-term goal to talk to one new person this week.

Ask students to brainstorm some additional short-term goals (cleaning your room, eating only healthy snacks for a week). Ask students to brainstorm some long-term goals (making the soccer team, going to college).

- Distribute the *Everyday Decisions* booklet. Depending on the reading level of your students, have students read it individually, in small groups or as a class. Tell students that the young people in these stories, Janna and Ken, are learning to set short-term and long-term goals, too.

*Note:* This reading can also be assigned as homework.

- When students have had time to read the booklet, discuss the stories. Ask students to identify Janna's goal (to watch the concert on TV). Is that a short-term or long-term goal? (Short-term.)

Ask students to identify Ken's goal (to be a musician). Is that a short-term or long-term goal? (Long-term.) Discuss some of the short-term goals Ken might set that would help him reach his long-term goal (take guitar lessons, practice every day, play music with his friends).

- Show students the **Planning to Reach a Goal** transparency or poster. Tell students this sheet explains the last guideline of the goal-setting process. Emphasize that planning is a very important part of goal setting. Tell students they will use these guidelines to practice planning to reach a goal.

- Distribute the **Goal Planning** worksheet. Tell students to think about Janna's short-term goal (to finish her homework in time to watch the concert). Tell them they are going to use this worksheet to make a plan to help Janna reach her goal. Have students write the goal on the worksheet.

Review each of the points on the **Planning to Reach a Goal** transparency or poster. Tell students to fill out the **Goal Planning** worksheet as you discuss each point. Use the **Goal Planning *Example*** as a guide for this discussion.

Explain that goals are easier to reach if we break them down into small steps and list these steps (points 1 and 2 on the transparency or poster). Then we can see exactly what we need to do to reach the goal. Ask

students to brainstorm some steps Janna took or could have taken to meet her short-term goal (going right home after school, reading the book on Brazil, writing her report before dinner). Tell students to write these things on the worksheet.

Move to point number 3 on the transparency or poster, Decide when you want to reach your goal. Tell students that deciding when you want to reach your goal helps encourage you to keep working toward it. Add that we need to have time limits that we can meet. Ask students what the deadline was for Janna's goal (Wednesday, 8 p.m.). Tell them to write this time on the appropriate line on the worksheet.

Discuss point 4, Think about who and what can help you reach your goal (helpers). Explain that most people need some help to reach their goals. Making changes is not easy: helpers can encourage us to keep working toward our goals. They may also have ideas that can help us reach our goals.

Helpers can be friends, family members, or others who can help us work toward a goal. Ask students to brainstorm some people who could have helped Janna reach her goal (friends, family members). Tell them to write these names on the worksheet in the section for Helpers.

Discuss point 5, Think about things that might make it harder to reach your goal (roadblocks). Tell students these things are called roadblocks because they get in the way of reaching our goals. Ask students to identify the roadblocks Janna faced (playing basketball with friends, going to the video arcade, reading a magazine). Tell students to write these things on the lines for Roadblocks.

Have students brainstorm some ways to deal with these roadblocks (tell friends no, don't walk home by the video arcade, start homework right after school). Tell students to write some ways Janna could deal with roadblocks on the appropriate lines on the worksheet.

Discuss point 7, Check how well you are doing. Explain that sometimes goals may need to be changed. If we check how well we are doing, we can decide to make changes in our goals. Sometimes our experiences in trying to meet a goal will show us what we need to change. Ask students if they think Janna should have changed her goal.

Tell students that point 8, Revise your goal if needed, follows the check-up. Explain that deciding to make changes in a goal does not mean that you've failed; it means you've learned something that will help you set a better goal. Emphasize the importance of changing goals that aren't working.

Tell students that the last point, Plan a reward for reaching your goal, can help you stick to your plan to reach the goal. When you reach a goal and reward yourself, you are more likely to set and reach another goal.

Tell students that rewards can be anything that is fun to do or important. Rewards can include doing something special, buying something new or getting a special certificate or award. Ask students what Janna's reward was for reaching her goal (watching the show).

Remind students that Ken had a long-term goal. Tell them that the same goal-planning process can be used to plan for a long-term goal. Explain that when we break long-term goals down into smaller steps, we can see that we are making progress. Sometimes the steps in reaching a long-term goal will work as short-term goals. We can make a plan to accomplish each of these short-term goals.

## Evaluation

Assess students' responses in class discussion and on the **Goals That Work** worksheet for their ability to explain how to set a goal and to differentiate between short-term and long-term goals.

## Home/Family Involvement

Distribute the **Setting Goals for Health** letter. Ask students to take the letter home with the *Everyday Decisions* booklet. Encourage students to share the story with their families.

*Note:* You may want to use a check-out system for the booklets to be sure all booklets are returned.

## Follow-Up/Extension

### *Vocabulary Challenge*

*decision* (the act or result of making up one's mind, making a choice)

*specific* (definite, exact)

### *Fabulous Fact*

Who has more muscles, a baby or a weight lifter? (They both have the same number of muscles. The weight lifter's muscles are larger and much stronger.)

## Suggested Resources

*Personal and Social Skills: Understanding and Integrating Competencies Across Health Content.* J. V. Fetro, Santa Cruz, CA: ETR Associates. This unique handbook offers information and specific activities for teaching goal setting and other personal and social skills.

Name ______________________________

# Goals That Work

*Directions:* Decide whether the following goal sentences meet the guidelines for goal setting. Check yes or no. Then explain why or why not. You can use more than one reason. Write a new goal to replace any goal that doesn't meet the guidelines.

***Example:*** Goal statement: I want to get in better shape.

Meets guidelines? Yes____ No_*X*_

Why or why not? ***It is not clear and specific.***

New goal: ***I will exercise three times a week.***

1. I will finish and turn in all my math assignments this week.

Meets guidelines? Yes____ No____

Why or why not? ______________________________

New goal: ______________________________

2. I want to be more popular.

Meets guidelines? Yes____ No____

Why or why not? ______________________________

New goal: ______________________________

3. I will ask three of my neighbors if they will pay me to mow their lawns each week.

Meets guidelines? Yes____ No____

Why or why not? ______________________________

New goal: ______________________________

Name ______________________________________________

*Goals That Work (continued)*

4. I want to be on the varsity basketball team.

Meets guidelines? Yes____ No____

Why or why not? ______________________________________

New goal: ____________________________________________

5. I want to floss my teeth once a day for the next week.

Meets guidelines? Yes____ No____

Why or why not? ______________________________________

New goal: ____________________________________________

6. I want to babysit for my brother whenever my parents go out.

Meets guidelines? Yes____ No____

Why or why not? ______________________________________

New goal: ____________________________________________

7. I want to make plans to do something with a friend both days this weekend.

Meets guidelines? Yes____ No____

Why or why not? ______________________________________

New goal: ____________________________________________

**TEACHER**

# Goals That Work

## *Example*

*Directions:* Decide whether the following goal sentences meet the guidelines for goal setting. Check yes or no. Then explain why or why not. You can use more than one reason. Write a new goal to replace any goal that doesn't meet the guidelines.

*Example:* Goal statement: I want to get in better shape.

Meets guidelines? Yes____ No_*X*_

Why or why not? ***It is not clear and specific.***

New goal: ***I will exercise three times a week.***

1. I will finish and turn in all my math assignments this week.

Meets guidelines? Yes_*X*_ No____

Why or why not? ***Clear and specific; within my control.***

New goal: ____________________

2. I want to be more popular.

Meets guidelines? Yes____ No_*X*_

Why or why not? ***Not clear and specific, not within my control.***

New goal: ***I will talk to one new person this week.***

3. I will ask three of my neighbors if they will pay me to mow their lawns each week.

Meets guidelines? Yes_*X*_ No____

Why or why not? ***Clear and specific; within my control.***

New goal: ____________________

*Goals That Work (continued)*

4. I want to be on the varsity basketball team.

Meets guidelines? Yes____ No ***X***

Why or why not? ***Not clear and specific, not within my control.***

New goal: ***I will practice basketball for an hour each day after school.***

5. I want to floss my teeth once a day for the next week.

Meets guidelines? Yes ***X*** No____

Why or why not? ***Clear and specific, something I can do.***

New goal: ____________________

6. I want to babysit for my brother whenever my parents go out.

Meets guidelines? Yes____ No ***X***

Why or why not? ***Not within my control.***

New goal: ***I will ask my parents to let me babysit for my brother at least once a week.***

7. I want to make plans to do something with a friend both days this weekend.

Meets guidelines? Yes____ No ***X***

Why or why not? ***Not clear and specific.***

New goal: ***I will ask a specific friend to go to the library with me on Saturday.***

**TEACHER**

# Planning to Reach a Goal

1. Break your goal into small steps.
2. List the steps to reach your goal.
3. Decide when you want to reach your goal.
4. Think about who and what can help you reach your goal (helpers).
5. Think about things that might make it harder to reach your goal (roadblocks).
6. Make a plan to deal with roadblocks.
7. Check how well you are doing.
8. Revise your goal if needed.
9. Plan a reward for reaching your goal.

Name ____________________________________________

# Goal Planning

*Directions:* Fill in the blanks to show your goal and your plan to reach it.

I, ____________________________________________ ,
(name)

plan to ____________________________________________ .
(goal)

## My Action Plan

*Steps.* I will reach this goal by doing the following things:

____________________________________________

____________________________________________

____________________________________________

*When.* I will reach this goal by ______________________________ .
(date)

*Helpers.* These people and things can help me reach my goal:

____________________________________________

____________________________________________

____________________________________________

*Roadblocks.* How I plan to deal with things that may get in my way:

| Roadblock | How to deal with it |
|---|---|
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |

*Reward.* When I reach my goal, I will reward myself by:

____________________________________________ .

Signed: ______________________________ Date: ______________
(student)

**TEACHER**

# Goal Planning

## *Example*

*Directions:* Fill in the blanks to show your goal and your plan to reach it.

I, *Janna*,
(name)

plan to *finish homework in time to watch the concert on TV*.
(goal)

## My Action Plan

*Steps.* I will reach this goal by doing the following things:

*going right home after school*
*reading the book on Brazil*
*writing my report before dinner*

*When.* I will reach this goal by *Wednesday, 8:00 p.m.*.
(date)

*Helpers.* These people and things can help me reach my goal:

*friends — Leo, Samantha*
*family members — mom, sister*

*Roadblocks.* How I plan to deal with things that may get in my way:

| Roadblock | How to deal with it |
|---|---|
| *playing basketball with friends* | *tell friends no* |
| *going to the video arcade* | *don't walk home by the video arcade* |
| *reading a magazine* | *start homework right after school* |

*Reward.* When I reach my goal, I will reward myself by:

*watching the show*.

Signed: ______________________ Date: __________
(student)

**LETTER**

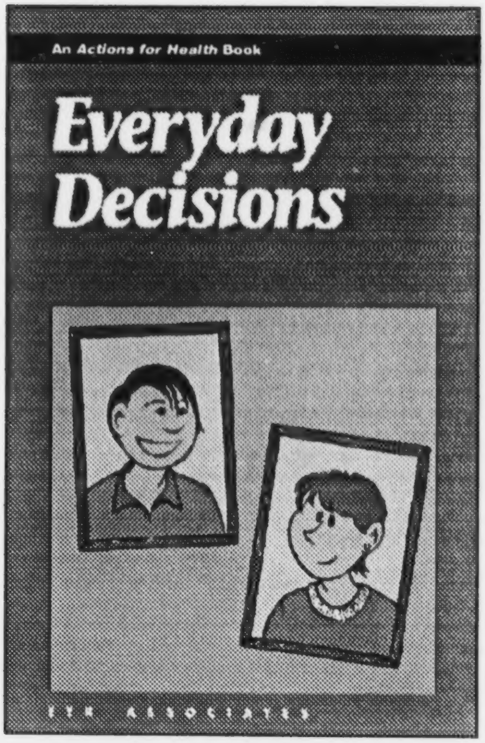
# Setting Goals for Health

Dear Family:

Your child will be studying a comprehensive health program, *Actions for Health,* this year. Comprehensive health education offers honest, relevant information and teaches skills and strategies to help children make wise decisions about healthy behaviors.

The theme for this year's program is goal setting. Students will be learning how to set goals and make plans to achieve their goals. Goal-setting skills help children take charge of their behavior.

Today in class, students read a story, *Everyday Decisions,* about some young people and their goals. In the next few weeks, students will be learning to use goal-setting skills to improve their personal health. Your child has a copy of the story to share with you. Your encouragement will help your child achieve the goals she or he sets.



If you have any questions, please call.

Sincerely,

BEST COPY AVAILABLE

## LESSON

## 3

# The Change Challenge

### Objective

Students will be able to synthesize action plans to achieve goals.

### Time

One class period with two follow-up sessions at appropriate intervals.

### Overview

This lesson introduces the Change Challenge, an opportunity for students to apply the goal-setting and action-planning steps they are learning. Students use these steps to set individual personal health goals. They then work toward these goals over a period of several days or weeks, depending on available class time.

Students begin by completing personal health questionnaires (surveys) to help them select short-term personal health goals. They then complete an action plan for a personal health goal and identify supporters who can help them reach their goals.

The lesson includes a follow-up class session when students can discuss progress and make any needed revisions. When students have had time to accomplish their goals, or at least some part of them, another follow-up session provides students with an opportunity to share and celebrate individual improvements in health behavior.

*Note:* You are encouraged to select your own short-term goal to share with students. Such modeling helps motivate students.

## Integration

Language arts, social studies.

## Teacher Materials and Preparation

HAVE:

✓ **Know Where You're Going**, an *Actions for Health* poster, from Lesson 1.

COPY:

✓ **Personal Health Checklist**, one for each student (for Part I).
✓ **Change Challenge: It's Up to Me** worksheet, one for each student (for Part I).
✓ **On the Move** worksheet, several copies for each student (for Part II).
✓ **Scoring a Goal** worksheet, one for each student (for Part III).
✓ **Change Challenge Certificate**, one for each student (for Part III).

PREPARE:

✓ Before teaching Part III, sign a copy of the **Change Challenge Certificate** for each student.

# Procedure

### *Part I*

- Tell students they are going to set a short-term health goal to get more practice in the planning steps they learned in Lesson 2. Distribute the **Personal Health Checklist** worksheet and have students fill it out. Tell them this worksheet can help them select a goal that fits their needs.

  Emphasize that the checklist will be more useful to students if they are honest. Explain that you will not be grading it; it's designed to help them choose their goals.

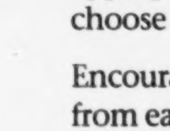
- Distribute the **Change Challenge: It's Up to Me** worksheet. Have students use the goal-setting guidelines on the **Know Where You're Going** poster from Lesson 1 to select a goal to work toward. Tell them to write the goal on the worksheet. Suggest that students think about their responses on the **Personal Health Checklist** to help them choose a goal related to their health.

  Remind students to choose a short-term goal. Select a time limit appropriate for your class schedule, and tell students they need to choose a goal that can be accomplished in that amount of time.

  Encourage different students to pick different goals so they can learn from each other. But remind students that the most important thing is to set a goal that is right for them.

  Have students choose partners to support them in reaching their goals. Ask partners to look over each other's goals to see if they meet the goal-setting guidelines. Is the goal clear, reasonable and specific? Discuss any doubts about the appropriateness of goal choices.

  *Note:* Students may choose their own partners or you may assign partners to be supporters for the Change Challenge. Suggest that students share the general area of health they want to work on so those interested in similar goals can work together. Some students may not want to work with a partner. Be sensitive to students' need for privacy around the setting of personal goals.



When students feel satisfied with their goals, have them work independently to fill out the action plan section of the worksheet. If students need more time, have them complete the plans as homework. Tell students you will review their plans before they begin their challenges.

*Note:* Take time to review the **Change Challenge: It's Up to Me** worksheets. Be sure students have chosen goals that can be accomplished within the allotted time. Help any students who need assistance to revise their goals so all students can experience success in meeting a goal. You may want to make copies of the worksheets in case students lose them.

### *Part II*

- When you have reviewed the **Change Challenge: It's Up to Me** worksheets, return them to students. Compliment students on the work they have done to plan to achieve their goals. Emphasize that planning is very important in being able to achieve goals. Ask for volunteers to share their goals with the class. If you are participating, share your goal with students.

- Tell students they need to keep a daily log of their progress toward their goals. Explain that this log will help them keep moving toward their goals. Distribute the **On the Move** worksheets, and review the format with students. Tell them they can use these worksheets to create their logs.

Emphasize that students should try to write in their logs every day, even if they do not work on their goals every day. Explain that they may have feelings about their progress to note on the log. If they really don't have anything to say, they can just fill in the date and sign their names.

Tell students to put the **Change Challenge: It's Up to Me** worksheet in the front of their health journals, then add the **On the Move** worksheets.

- Allow some class time in the next few days or weeks, depending on your time frame for the Change Challenge, for students to consult with their partners about their progress toward their goals. Encourage students to discuss their ideas for helpers, ways to handle roadblocks and any changes they might need to make in their goal plans. Remind students that it's OK to make changes in a goal if the goal isn't working.

### *Part III*

*Note:* Before you teach this session, review students' work on the **On the Move** and **Change Challenge: It's Up to Me** worksheets to check that students have reached their goals. Help any students who have been having difficulty to make some improvement before this session.

- Congratulate students on the individual goals they have set for the Change Challenge and the progress they have made. Discuss their feelings about the goals they worked on. Ask students if their work on their goals has had any effect on how they feel about themselves. Do they feel proud of the progress they've made? Do they wish they'd worked harder on their goals?

  Ask students if the Change Challenge had any effect on the way they feel about health. Do any students plan to set another goal or continue working on their existing goals?

- Distribute the **Scoring a Goal** worksheet. Tell students to complete the worksheet to show how they reached their goals. Tell any students who have not yet completed their work on their goals to write about the progress they've made. Tell students to keep this worksheet in their health journals.

- Distribute the **Change Challenge Certificates.** Tell students to fill in their names and goals. Tell them these certificates are one of their rewards for reaching their goals. Encourage students to continue to set goals and work to achieve them.

## Evaluation

Review the **Change Challenge: It's Up to Me** worksheets to assess students' ability to identify reasonable goals and make plans to achieve them. Advise any students who have unworkable goals and help them set more realistic goals.

Assess students' responses on the **Scoring a Goal** worksheet for their ability to describe a goal and their work on achieving it.

## Home/Family Involvement

Encourage students to take the **Change Challenge Certificate** home to share with family members.

## Follow-Up/Extension

If you notice in reviewing the **Change Challenge: It's Up to Me** worksheets that many students have selected fitness-related goals, you may want to arrange a time for the P.E. teacher or a recreation center or health club employee to come to class to provide additional information. Ask this person to explain about target heart rate zones and how to take the pulse or to demonstrate muscle strength or endurance exercises.

Other resource people may be appropriate to help students work on other types of goals.

### Vocabulary Challenge

*health promotion* (activities designed to improve personal health)

### Fabulous Fact

What is a funny bone? (The funny bone is not a bone at all. It's a place at the back of the elbow where a nerve is very close to the bone. When you hit your elbow at that spot, you feel a tingling or painful sensation, which you don't get when you hit other bones.)

Name ______________________________

# Personal Health Checklist

*Directions:* This worksheet can help you decide on a health habit that you want to improve. Be honest. You will not be graded on your answers. Read each statement. Check the box in the column next to it that describes how well this statement fits you.

## Physical

| | Yes | No | Sometimes |
|---|---|---|---|
| I am satisfied with the way I look. | ☐ | ☐ | ☐ |
| My weight is about right for my build and height. | ☐ | ☐ | ☐ |
| I think I have strong muscles. | ☐ | ☐ | ☐ |
| I exercise three times a week for at least twenty minutes. | ☐ | ☐ | ☐ |
| I get ten to twelve hours of sleep at night. | ☐ | ☐ | ☐ |
| I floss my teeth once a day. | ☐ | ☐ | ☐ |
| I brush my teeth two or three times a day. | ☐ | ☐ | ☐ |
| I wash or take a shower (or bath) daily. | ☐ | ☐ | ☐ |
| I eat a variety of foods. | ☐ | ☐ | ☐ |
| I choose healthy snacks. | ☐ | ☐ | ☐ |
| I eat breakfast. | ☐ | ☐ | ☐ |
| I wear a safety belt when riding in a car. | ☐ | ☐ | ☐ |
| I wear a helmet when riding a bike or skateboard. | ☐ | ☐ | ☐ |

Name ______________________________

*Personal Health Checklist (continued)*

| | Yes | No | Sometimes |
|---|---|---|---|
| **Emotional** | | | |
| I feel good about myself. | ☐ | ☐ | ☐ |
| I can talk about feelings. | ☐ | ☐ | ☐ |
| I know how to relax. | ☐ | ☐ | ☐ |
| I have someone I can talk to about problems. | ☐ | ☐ | ☐ |
| **Mental** | | | |
| I work hard on my schoolwork. | ☐ | ☐ | ☐ |
| I am satisfied with my grades. | ☐ | ☐ | ☐ |
| **Social** | | | |
| I listen to the ideas and feelings of others. | ☐ | ☐ | ☐ |
| I have friends I enjoy being with. | ☐ | ☐ | ☐ |
| I like spending time with my family. | ☐ | ☐ | ☐ |
| I can work out problems with other people. | ☐ | ☐ | ☐ |
| I help my friends when they need it. | ☐ | ☐ | ☐ |
| I resist pressure from friends to do things I don't want to do. | ☐ | ☐ | ☐ |

Name ____________________________________________

# Change Challenge:
# It's Up to Me

*Directions:* Fill in your name and your goal. Then complete the plan to show how you will reach your goal.

## My Goal

I ____________________________________________
(name)

plan to ____________________________________________.
(goal)

## My Action Plan

*Steps.* I will reach this goal by doing the following things:

____________________________________________

____________________________________________

____________________________________________

____________________________________________

*When.* I will reach this goal by ______________________________.
(date)

*Helpers.* These people and things can help me reach my goal:

____________________________________________

____________________________________________

____________________________________________

____________________________________________

Name ______________________________

*Change Challenge: It's Up to Me (continued)*

*Roadblocks.* How I plan to deal with things that may get in my way:

| Roadblock | How to deal with it |
|---|---|
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |

*Reward.* When I reach my goal, I will reward myself by:

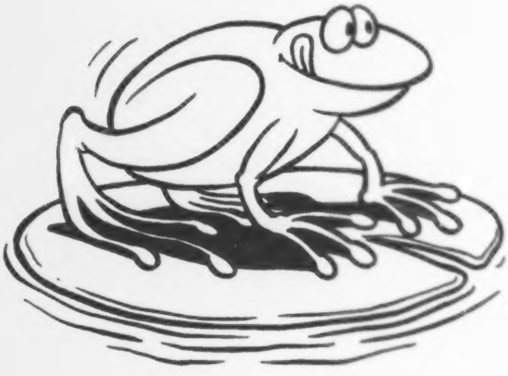
______________________________

______________________________

Signed: ______________________________
(student)

Date: ______________________________

Signed: ______________________________
(family member—optional)



Name ______________________________

# On the Move

Date ____________

Work you did toward your goal ______________________________

______________________________

How you feel about it ______________________________

______________________________

Suggestions for tomorrow ______________________________

______________________________

Date ____________

Work you did toward your goal ______________________________

______________________________

How you feel about it ______________________________

______________________________

Suggestions for tomorrow ______________________________

______________________________

Date ____________

Work you did toward your goal ______________________________

______________________________

How you feel about it ______________________________

______________________________

Suggestions for tomorrow ______________________________

______________________________

Name ______________________________

# Scoring a Goal

*Directions:* Complete the following sentences about your progress toward your Change Challenge goal.

I reached my goal, which was

I want to thank the people who helped me. They are

I feel ______________ about my goal, because

Name ______________________

# Change Challenge Certificate

Congratulations to

______________________________
(name)

for your work toward your goal of

______________________________
(goal)

Signed: ______________________________
(teacher)

Date: ______________________________

School: ______________________________

# UNIT II

# Goals for Personal Health

## LESSON

## 4

# The Personal Health Triangle

## Objective

Students will be able to identify environmental, genetic and behavioral factors that affect their health.

## Time

One class period.

## Overview

**Unit II: Goals for Personal Health** begins with a lesson that helps students become more aware of three major factors that affect their health—heredity, environment and personal behavior. This lesson also helps them differentiate between things they can and cannot control about their health. Students are encouraged to be accepting of diverse traits, especially personal traits they may not be able to change. They are also encouraged to focus their attention on traits they can affect.

To begin the lesson, students brainstorm factors that affect human health. These factors are sorted into inherited, environmental and behavioral categories. Students then complete worksheets that help them identify how these three factors affect their own health.

## Integration

Art, language arts.

## Teacher Materials and Preparation

COPY:
✓ **What Makes Me Healthy** worksheet, one for each student.

REVIEW:
✓ **Personal Health Triangle *Example*.**

## Procedure

■ Draw a big blank triangle on the board. Ask students to brainstorm some things that influence their health. Responses may include:

- what you eat
- being around someone who's sick
- how healthy other family members are
- how much sleep you get

Write student responses on the board, clustering statements that refer to a similar factor—heredity, environment, personal behavior—near the same point of the triangle. Use the **Personal Health Triangle *Example*** as a guide for this activity.

Note that some things students list may belong in more than one category. Write these things at more than one point of the triangle. For example: Adequate sleep at night may depend on a regular, reasonable bedtime—personal behavior. It may also depend on how noisy it is where a person lives—environment.

When students have listed ten to twelve items, tell them that the statements at each corner belong to the same category. Ask students to give you a word to describe each group of statements. Start with the statements in the personal behavior corner, since this category will probably have the most statements.

Write the words that students give you to describe each group on the board. Then write the formal terms—ENVIRONMENT, HEREDITY and PERSONAL BEHAVIOR—at the appropriate points of the triangle.

If any of the corners have no statements, give students the category name and ask for examples of how this factor could affect their health. For example: If students didn't list any inherited traits, ask them what things they might have inherited from their parents that would affect their health, e.g., eyesight, teeth, body build, high blood pressure.

After you have labeled the categories, go back to each group of statements to be sure examples relate to mental/emotional and social health in addition to physical health (things mainly related to the body).

*Note:* Students may raise the question of spiritual health. This dimension should be recognized as important for many people.

■ Ask students to describe how much control they have over each of the factors that influence their health. Help them understand that they have no control over heredity. Explain that heredity refers to traits that we inherit from our birth parents.

Tell students that many physical traits and some mental/emotional traits have inherited aspects. For example, our height is affected by heredity. Our weight may also be affected by heredity. Certain aspects of our personality may also be affected by heredity.

Some diseases, such as heart disease, may be affected by heredity. Explain that doctors and scientists are still exploring the effects of heredity on many aspects of health.

Tell students they have a little (limited) control over items in the environment group. The control they have depends on individual situations. In some families, children may be able to ask parents or other adults not to smoke around them. Or students may organize to clean up the neighborhood or encourage recycling in their community.

Emphasize that personal behavior is the area in which students have the most control. Tell students that there is a connection between control and responsibility. Introduce an adaptation of a common slogan: Give me the strength to change what I can and to accept what I can't, and the wisdom to know the difference.

Explain that it is very important to be aware of and accept aspects of ourselves over which we have little or no control, e.g., heredity and environment. At the same time, we can take responsibility and set goals for the aspects of health over which we have more control—our personal behavior.

Tell students that the personal health goals they worked on in Lesson 3 are an example of accepting responsibility for their personal behavior. Emphasize that they can continue to set goals to improve their personal health, but they need to be aware of how much control they have over different aspects of health.

■ Distribute the **What Makes Me Healthy** worksheet. Tell students they can use this worksheet to look at the ways that heredity, environment and personal behavior affect them individually. Add that they should also think about how much control they have over each of these factors. Tell students this worksheet focuses on physical examples because they are easier to understand.

Discuss each section of the worksheet with students. Begin with Section 1: Trait I Was Born with That Affects My Health (Heredity). Ask students to brainstorm some inherited traits (height, weight, strong teeth, body build, tendency to disease).

Discuss whether these inherited traits have a positive or negative effect on health. For example, if your birth parents have strong, healthy teeth, you may have inherited a tendency to have strong, healthy teeth, too. On the other hand, if one of your birth parents has a tendency to high blood pressure, you may have inherited a tendency to have high blood pressure.

Emphasize the relationship between heredity and personal behavior. For example, even if you inherit a tendency to have healthy teeth, you still need to take good care of your teeth to protect them. If you inherited a tendency to have high blood pressure, you can help control your blood pressure by eating healthy foods and getting enough exercise.

Tell students to write an inherited trait that affects their health in Section 1 of the worksheet. Ask them to indicate whether this trait has a good or bad effect on their health. Stress that student responses on the worksheet will be confidential. They don't have to share them with anyone but you.

Discuss Section 2: Something in the World Around Me That Affects My Health (Environment). Have students brainstorm some things in the environment that affect their health (air and water pollution, tobacco smoke, germs, trees).

Point out that the environment can have both good and bad effects on health. Air pollution can harm health, but green plants can help clean the air. Gardens or parks can provide peaceful environments that help us relax.

Tell students to write one thing in the environment that affects their health in Section 2. Ask them to indicate whether this factor has a good or bad effect on their health. Ask students to think about how their personal behavior can help change their environment (ask family members not to smoke around you, work on an environmental project in the community).

Remind students that our personal behavior is the area over which we have the most control. Tell students to write one or two personal behaviors in Section 3: Actions I Take That Affect My Health (Personal

Behavior). Ask them to indicate whether these behaviors have a good or bad effect on their health.

Have students look at the influences on their health they listed in Sections 1 and 2. Can personal behaviors affect these influences on their health? If so, suggest students list the behaviors in Section 3.

## Evaluation

Review students' responses on the **What Makes Me Healthy** worksheet to assess their ability to identify factors that affect their health.

## Follow-Up/Extension

Ask students to pick an animal, a color and a car that they would choose to be. Have them complete the following sentence for each thing they pick. If I were a ____________, I would be ____________ because ____________.

Ask for volunteers to share their sentences with the class. Talk about differences in student perceptions of individual strengths and weaknesses. For example: One student may consider a particular personal characteristic desirable or important while another student may not. Students may be able to appreciate characteristics in someone else, even though they know those characteristics do not fit themselves.

### Vocabulary Challenge

*genetics* (a science dealing with heredity and the variation among living things)

*responsibility* (something for which one is responsible, accountable, called upon to answer for one's acts or decisions)

### Fabulous Fact

Why is hair straight or curly? (Whether your hair is straight or curly is an inherited characteristic. It's determined by the shape of your hair roots. Hair with round roots grows out straight. Hair with flatter roots grows out curly.)

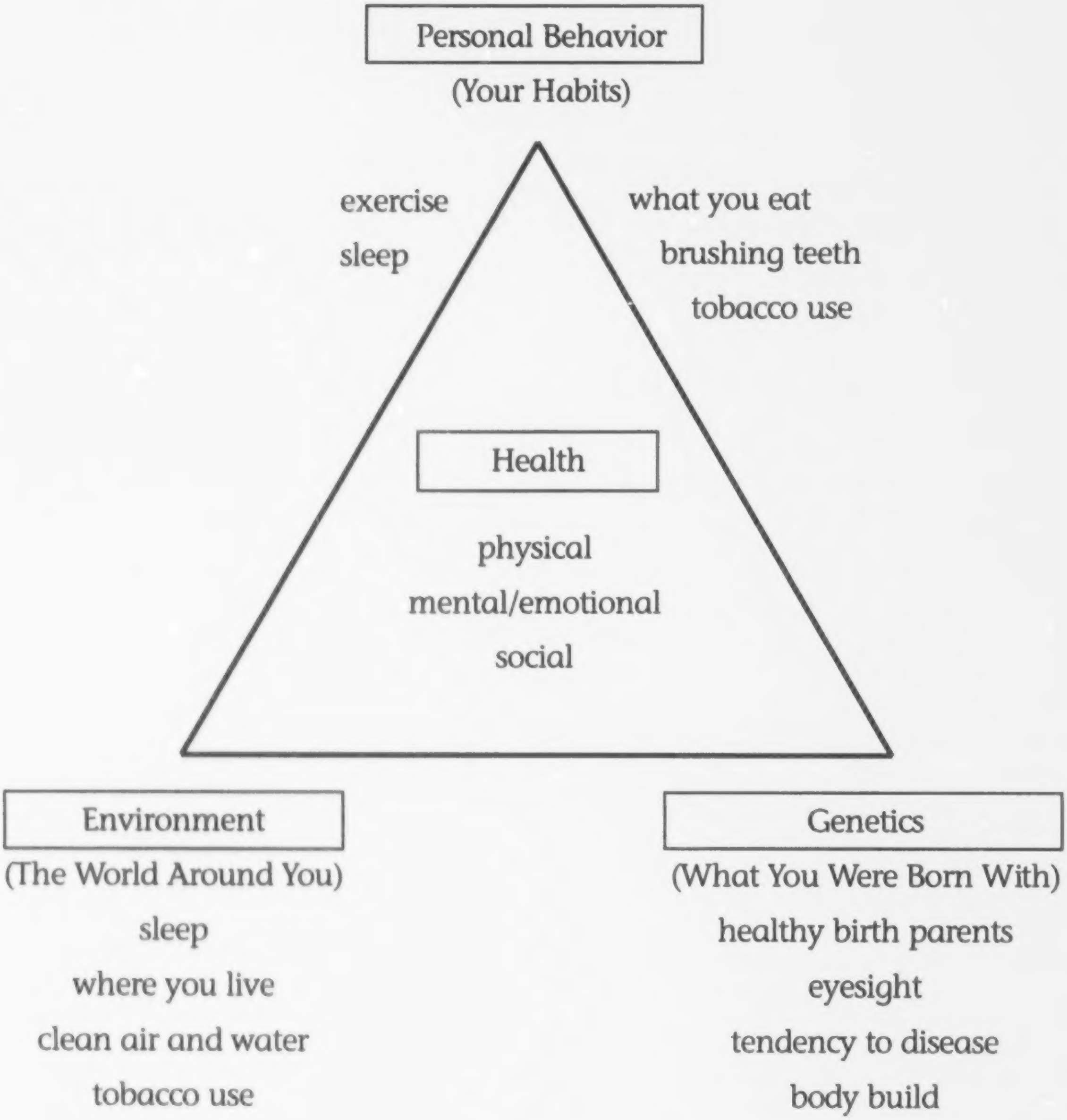
## Suggested Resources

*Into Adolescence: Actions for Wellpower.* M. Waters and A. Hocker. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight includes a lesson on the physical, mental/emotional and social aspects of health as well as other aspects of wellness. It also encourages students to set goals for improving personal health.

**TEACHER**

# Personal Health Triangle

## *Example*



Personal Behavior

(Your Habits)

exercise
sleep

what you eat
brushing teeth
tobacco use

Health

physical
mental/emotional
social

Environment

(The World Around You)
sleep
where you live
clean air and water
tobacco use

Genetics

(What You Were Born With)
healthy birth parents
eyesight
tendency to disease
body build

Name ______________________________

# What Makes Me Healthy

*Directions:* Fill in each section with some factors that influence your health. Then indicate whether these factors have a good or bad effect on your health.

## Section 1: Trait I Was Born With That Affects My Health (Heredity)

| | Good Effect | Bad Effect |
|---|---|---|
| ______________________________ | ☐ | ☐ |

## Section 2: Something in the World Around Me That Affects My Health (Environment)

| | Good Effect | Bad Effect |
|---|---|---|
| ______________________________ | ☐ | ☐ |

## Section 3: Actions I Take That Affect My Health (Personal Behavior)

| | Good Effect | Bad Effect |
|---|---|---|
| ______________________________ | ☐ | ☐ |
| ______________________________ | ☐ | ☐ |
| ______________________________ | ☐ | ☐ |

## LESSON

## 5

# An Apple a Day

## Objective

Students will be able to identify behaviors that contribute to health, fitness and good nutrition.

## Time

Two or three class periods.

## Overview

This lesson provides a brief review of basic facts about fitness and nutrition. Students teach each other using the jigsaw method. They work in small groups to answer a variety of questions about fitness and nutrition.

*Note:* If you prefer, you can teach this lesson by assigning a different topic to each of six groups, rather than using the jigsaw method. Have each group prepare a report on its topic for the class.

## Integration

Language arts, science.

## Teacher Materials and Preparation

HAVE:

- ✓ Tagboard or construction paper, one 12" x 24" piece for each group of six students (optional).
- ✓ Scissors and glue for students (optional).
- ✓ Art supplies (crayons or markers) for students (optional).

COPY:

- ✓ **Why Exercise?** worksheet, one for each group of six students.
- ✓ **What Is Fitness?** worksheet, one for each group of six students.
- ✓ **The Best Exercise** worksheet, one for each group of six students.
- ✓ **Healthy Eating Pyramid** worksheet, one for each group of six students.
- ✓ **Food Groups and Serving Sizes** worksheet, one for each group of six students.
- ✓ **Healthy Eating Guidelines** worksheet, one for each group of six students.
- ✓ **Fitness and Nutrition** worksheet, one for each student.

MAKE:

- ✓ Transparency or poster of **Daily Health Habits.**

REVIEW:

- ✓ **Fitness and Nutrition** ***Teacher Background Information***.

# Procedure

■ Ask students if they have heard the expression "An apple a day keeps the doctor away." What do they think it means? (Eating healthy foods such as apples every day helps you stay healthy.) Ask students if they know any other healthy eating habits. List student responses on the board. Responses may include:

- Eat breakfast.
- Choose healthy snacks.
- Eat a variety of foods.

Ask students if they know any other things they can do every day to stay healthy. Write student responses on the board. Show students the **Daily Health Habits** transparency or poster. Discuss any actions the students hadn't listed.

Tell students they will be learning more about these healthy actions this year. They will begin by learning more about fitness and nutrition.

■ Divide the class into groups of six. Give each group one set of the following worksheets: **Why Exercise?, What Is Fitness?, The Best Exercise, Healthy Eating Pyramid, Food Groups and Serving Sizes,** and **Healthy Eating Guidelines.** Tell groups to give a different worksheet to each group member.

Ask the groups to split up, and have students meet with members of the other groups who have the same worksheet they do. Tell students to read and discuss their worksheets in these new groups. Tell them they will use this information to report to their original groups.

■ When students have had time to meet in the topic groups, have them return to their original groups. Distribute the **Fitness and Nutrition** worksheet. Tell students to report to their groups what they learned about their topics.

Tell students to use the information they learn from the group members' reports to answer the questions on the worksheet.

■ *Optional:* Distribute tagboard or construction paper, scissors, glue and art supplies to each group. Tell students to cut out the puzzle piece on each worksheet and fit the pieces together. They can then paste the completed puzzle to the tagboard or construction paper. Encourage students to give the completed puzzle a name.

If time allows, let students decorate the puzzle. Display the completed puzzles in the classroom.

## Evaluation

Assess students' work in small groups and on the **Fitness and Nutrition** worksheet for their ability to identify healthy behaviors.

## Follow-Up/Extension

Help students organize a fund raiser for a class fitness outing or equipment. Ask people to pledge donations for every day that a student doesn't watch TV.

Take the class to visit a par course. Find out what exercises are included at each station.

Plan a class visit to a fitness center. Ask the director to talk about how the center promotes fitness.

Encourage students to interview adults or older students about their exercise and nutrition habits. People they might interview include:

- a physical education teacher
- a high school athlete
- an older adult, such as a grandparent
- family members
- someone from the school food service
- school nurse
- family doctor

### Vocabulary Challenge

*endurance* (the ability to last or continue)

*flexibility* (the quality of being able to bend without breaking)

*aerobic* (referring to exercise that conditions the heart and lungs)

### Fabulous Fact

What are wrinkles? (When you were born, your skin was too big for your body. But you grew into it, and it continues to stretch as you grow. When you get older, your skin doesn't stay stretchy and you get wrinkles. Sun damage and cigarette smoking can also contribute to wrinkles.)

## Suggested Resources

*Blood and Guts: A Working Guide to Your Own Insides.* L. Allison. Boston: Little, Brown. Appealing text and experiments for upper elementary grades on the structure and function of the human body.

*Bodyworks: The Kid's Guide to Food and Physical Fitness.* C. Bershad and B. Bernick. New York: Random House.

*Fitness Discovery Activities.* C. Kuntzleman. Spring Arbor, MI: Arbor Press. Great collection of activities to build all aspects of fitness. Many activities can be used in the classroom.

*Food Guide Pyramid.* Home and Garden Bulletin No. 252. This booklet explaining the pyramid, a food guide pyramid poster (no. MP1503) and a reproducible flyer with information about the pyramid (leaflet no. 572) are available from the U.S. Department of Agriculture, Human Nutrition Information Service, 6505 Belcrest Rd., Hyattsville, MD 20782.

*The Force Inside You.* Slim Goodbody. J. Burstein. New York: Coward-McCann.

*Good for You and Me.* M. Burns. Boston: Little, Brown. Appealing text and experiments about nutrition for upper elementary students.

*Into Adolescence: Actions for Wellpower.* M. Waters and A. Hocker. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight includes lessons on fitness and nutrition, as well as other aspects of wellness.

*Into Adolescence: Fitness, Health and Hygiene.* M. S. Garzino. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight includes information about exercise and nutrition.

*Into Adolescence: A Menu for Good Health.* S. J. Laing. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight suggests practical strategies to help students eat better.

*Physical Best.* AAHPERD. A comprehensive K–6 fitness program with instructor's guide, activities and workbooks. Call 1-800-321-0789.

*Values Strategies for Fitness.* C. Kuntzleman. Spring Arbor, MI: Arbor Press. Good activities for promoting a positive attitude toward exercise and fitness.

# Fitness and Nutrition

## *Teacher Background Information*

Daily health habits make an important contribution to good health. Fitness and nutrition are two important components of total wellness. Students should be encouraged to make fitness and healthy eating part of their regular lifestyle.

### Exercise

Many parts of the human body work together during exercise. Here is a list of a few of the things they do.

### *The Muscles*

The body has about 650 muscles. Most of these muscles are called skeletal muscles, because they are attached to the skeleton or bones. We can consciously control these muscles to help the body move. Other muscles, called smooth muscles, operate our internal body organs automatically.

Skeletal muscles always work in pairs. When one set of muscles contracts (shortens), another set relaxes. When we use our muscles, they get bigger and stronger. When muscles are not used, they get weaker and smaller.

### *The Lungs*

Muscles need food and oxygen to work. The heart and lungs work together to get oxygen to muscle cells. When we breathe, we breathe in oxygen from the air. The oxygen goes down through the windpipe and bronchial tubes to millions of tiny air sacs in the lungs. Oxygen passes into the bloodstream through the walls of the air sacs.

Gas waste (carbon dioxide) from muscle and other cells passes out of the blood into the tiny air sacs in the lungs. When we exhale, we help the body get rid of waste. When we exercise, we breathe more quickly and more deeply to get more oxygen to our muscles.

*The Heart*

The heart is about the size of a fist. It is located in the chest between the lungs. It is the body's strongest muscle. It makes it possible for all the other muscles to work.

The heart pumps blood into the lungs, where it picks up oxygen and returns to the heart. Then the heart pumps the oxygen-filled blood out to the whole body through tubes called arteries. Arteries branch into tiny hairlike tubes called capillaries, which take oxygen and food to all the cells.

No body cell is more than two cells away from a capillary. Capillaries also carry away waste from the cells. They empty it into larger tubes called veins, which bring the waste to the lungs, kidneys and intestines and back to the heart. The process of blood going out to the body and back to the heart is called circulation. It happens at least once a minute.

When we exercise, the heart beats faster to get more food and oxygen to the cells and to take away the waste, which is being made faster by working cells. When we exercise regularly, the heart becomes stronger. Then it can pump more blood every time it beats or contracts, and it has to contract fewer times to get the same amount of blood to the body.

*The Brain*

The brain sends messages to all parts of the body to tell them what we need. For example, the brain tells the muscles when to contract and relax. It tells the lungs to breathe faster and deeper when the muscles need more oxygen during exercise. It tells the heart to beat faster to get more oxygen and food to the cells when they are exercising.

## The Healthy Eating Pyramid

The Healthy Eating Pyramid shows the five main food groups and provides a guide for healthy eating. The foods at the widest part of the pyramid are the foods we should eat the most of. The pyramid narrows as it goes up, and we need less of the foods at each level. The foods at the very tip of the pyramid are called Others; these foods are high in sugar, salt or fat and should be eaten only in limited amounts.

The Grains group, at the base of the pyramid, includes foods made from grains such as wheat, rice, oats and corn. Breads, cereals, tortillas, bagels, grits, pasta are all found in this group.

The Fruits group and Vegetables group are on the next level of the pyramid. These groups include fresh, frozen and canned fruits and vegetables, as well as juices.

The Meat group and the Milk group are higher on the pyramid, because the body needs less of these foods. The Meat group contains a variety of protein foods, including meat, fish, chicken, peanut butter, eggs, nuts and beans, soybeans and tofu (bean curd). The Milk group contains a variety of dairy products, including milk, cheese and yogurt.

The following list indicates serving sizes for the food groups:

- Grains group—one slice of bread; one ounce ready-to-eat breakfast cereal; one-half cup cooked cereal, rice or pasta.
- Fruits group—one piece of fruit, three-fourths cup of juice, one-half cup cooked or canned fruit.
- Vegetables group—one-half cup of cooked vegetables or chopped raw vegetables, one cup of leafy raw vegetables such as lettuce or spinach.
- Meat group—two to three ounces of cooked lean meat, poultry or fish; one-half cup cooked beans, one egg or two tablespoons of peanut butter count as one ounce of meat.
- Milk group—one cup of milk or yogurt, one and one-half ounces of natural cheese such as Swiss or cheddar, two ounces of process cheese such as American.

TEACHER

# Daily Health Habits

- Get about ten hours of sleep each night.
- Exercise regularly.
- Brush and floss teeth daily.
- Wash hands often.
- Talk about feelings.
- Spend time with family and friends.
- Wear a safety belt when riding in a motor vehicle.
- Wear a helmet when riding a bike, skateboard or scooter.

Name ______________________________

# Why Exercise?

Exercise helps people be healthy in many ways: physical, mental/emotional and social. Being healthy or fit means that you have the energy and the strength to do your best every day.

## Physical Health

Exercise helps build stronger hearts and lungs. It builds muscle strength and endurance. It also improves flexibility, which helps prevent injury. Exercise can help you maintain healthy body weight, too.

## Mental/Emotional Health

Exercise helps you feel good about what you can do. It gives you energy and helps you manage stress. It's fun to exercise. Exercise helps you feel alert. It helps you concentrate and think clearly.

## Social Health

Exercise helps you get to know others and have fun with them.

Name ____________________

# What Is Fitness?

There are four important parts of fitness.

- *Heart and lung endurance.* A strong heart and lungs let you exercise the whole body for long periods of time. Swimming, jogging, bicycle riding and brisk walking build heart and lung endurance.

- *Muscle strength.* Strong muscles let you do more, lift more, carry more. Weight lifting is one activity that strengthens muscles.

- *Muscle endurance.* Healthy muscles can work for a long time without tiring. Exercises like calisthenics build muscle endurance.

- *Flexibility.* Flexible muscles let you move easily in different directions. Stretching exercises help develop flexibility.

Name ______________________________

# The Best Exercise

The best exercise to help you stay healthy is aerobic exercise. Aerobic (*air-robe-ick*) exercise helps build a strong heart and strong lungs. There are many kinds of aerobic exercise—jogging, basketball, racquetball, cross-country skiing, swimming, rowing, biking, jumping rope, soccer, aerobic dancing, ice hockey, tennis, walking quickly.

Follow three rules for aerobic exercise:

1. Exercise for 20 to 30 minutes without stopping.
2. Exercise at least three times a week.
3. Play hard!

Warm up and stretch before you exercise. Stretching your muscles helps prevent injuries, and warming up helps your heart speed up gradually.

A cool-down period after exercise lets your heart slow down gradually. Walking is a good way to cool down.

Name ________________________________

# Healthy Eating Pyramid

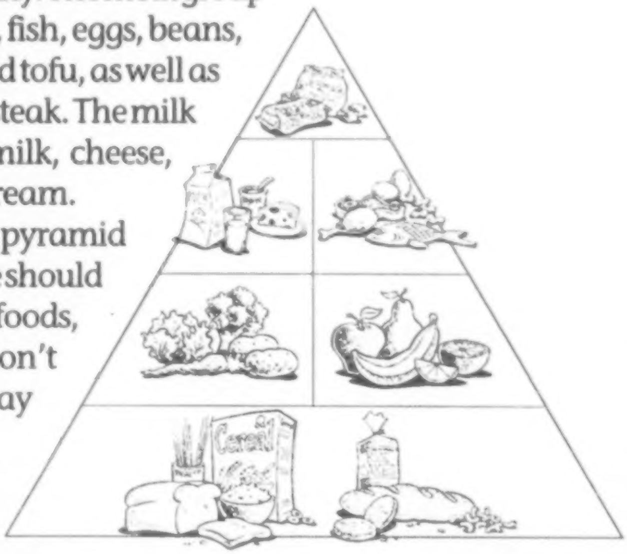
The Healthy Eating Pyramid shows the five main food groups. The food groups are grains, vegetables, fruits, meat and milk. We need to eat the foods at the bottom of the pyramid more often than the foods higher in the pyramid.

Foods we should eat most often are from the grains group. This group includes foods such as all kinds of breads, cereals, rice and noodles.

We should also eat foods from the vegetables and fruits groups often. These groups include all kinds of vegetables and fruits and fruit and vegetable juices.

Our bodies need fewer foods from the milk and meat groups to be healthy. The meat group includes chicken, fish, eggs, beans, peanut butter and tofu, as well as hamburger and steak. The milk group includes milk, cheese, yogurt and ice cream.

The tip of the pyramid is for "others." We should eat less of these foods, because they don't help the body stay healthy.



Name ______________________________

# Food Groups and Serving Sizes

| Food group | # of servings per day | Nutrients | What it does | What is a serving? |
|---|---|---|---|---|
| Milk group | 3–4 | Calcium<br>Protein<br>Vitamins<br>Fat | Helps keep bones and teeth strong. Provides energy. | 1 cup milk or yogurt<br>1–2 ounces cheese |
| Meat group | 2 | Protein<br>Minerals<br>Vitamins<br>Fat | Helps your body grow and repair itself. Helps build strong muscles. Provides energy. | 2–3 ounces cooked meat<br>1/2 cup cooked beans<br>1 egg<br>2 tbsp. peanut butter |
| Vegetables group | 3 + | Vitamin A<br>Vitamin C | Helps you see in the dark. | 1/2 cup cooked or chopped<br>1 cup leafy, raw |
| Fruits group | 2 + | Vitamin C<br>Vitamin A | Helps cuts heal. | 1 piece<br>3/4 cup juice |
| Grains group | 6 + | Carbohydrates<br>Minerals<br>Vitamins | Provides energy. | 1 piece bread<br>1 ounce cereal<br>1/2 cup rice or pasta |

Name ______________________________

# Healthy Eating Guidelines

1. *Eat a variety of foods.*

The body needs six important nutrients every day. They are carbohydrates, fats, proteins, vitamins, minerals and water. If you eat a variety of foods from the five main food groups, you can get the nutrients you need every day.

2. *Limit the amount of salt, sugar and fat that you eat.*

Fat is a source of energy and helps to carry some vitamins to body cells. It has few nutrients, so it should be eaten only in small amounts. Fat is found in butter, margarine, salad dressings and many other foods.

Sugar is a carbohydrate and provides energy for your body. It does not provide any other nutrients your body needs, so it is not the best source of energy for your body. Sugar is found in sweet foods and drinks.

Salt is a mineral that is very important to all parts of your body. Too much salt, however, may lead to heart and other health problems later in life. Salt is found in many salty snacks.

3. *Drink plenty of water and other liquids.*

Water is a very important nutrient. You can live only a few days without water. More than half the body is made up of water.

Name ______________________________

# Fitness and Nutrition

*Directions:* Listen to the reports of your group members. Then complete the following information.

1. List three benefits of exercise.

______________________________

______________________________

______________________________

2. List four types of fitness.

______________________________

______________________________

______________________________

______________________________

3. List three examples of aerobic exercise.

______________________________

______________________________

______________________________

Name ______________________________

*Fitness and Nutrition (continued)*

4. List the five main food groups.

______________________________

______________________________

______________________________

______________________________

______________________________

5. List one food from each food group and the size of a serving of this food.

| Food | Serving Size |
|---|---|
| ______________ | ______________ |
| ______________ | ______________ |
| ______________ | ______________ |
| ______________ | ______________ |
| ______________ | ______________ |

6. List two guidelines for healthy eating.

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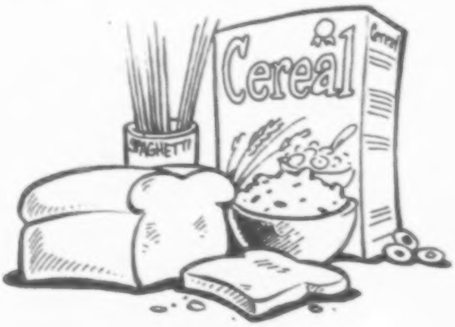

# LESSON

# 6

# Healthy Smiles

## Objective

Students will be able to describe the behaviors that contribute to good oral health.

## Time

One or two class periods.

## Overview

This lesson teaches basic facts about oral health to motivate students to take care of their teeth. To begin the lesson, students share what they already know about dental health in a carousel activity; they rotate around the room in small groups to write down facts about topics posted on the wall. The class then discusses the topics, and the teacher fills in important facts not included by students.

## Integration

Biology, language arts.

## Teacher Materials and Preparation

HAVE:

✓ Markers, one for each small group of students (probably five or six).
✓ Music (radio *or* tape recorder and tape *or* record player and record).
✓ Writing paper for students.

PREPARE:

✓ Write each of the following topics at the top of a separate piece of chart paper or posterboard.

1. What the Teeth and Mouth Do
2. How to Take Care of Your Mouth and Teeth
3. How Dental Check-Ups, Fluoride and Sealants Help Keep Teeth and Mouths Healthy
4. Why People Wear Braces
5. Effects of Food and Tobacco on Oral Health

Post the five pieces of paper with just the topics on them around the classroom in numerical order. *Note:* If your class is large or has a hard time working together, you may want to separate out some of these topics so you have a larger number of smaller groups. For example, the fifth topic could be divided into the effects of food and the effects of tobacco.

✓ Copy the **Secret Message** on the board before class. Leave copies of the **Secret Code** nearby or distribute them to students.

REVIEW:

✓ **Oral Health *Teacher Background Information.***

## Procedure

■ Point out the **Secret Message** on the board. Ask if any students have figured it out. Can they guess what the lesson is about? Explain that this lesson is about oral health. Tell students that *oral* means "having to do with the mouth."

Suggest that most people are used to hearing the term *dental health*. Explain that dentists now prefer to use the term *oral health*. Discuss the difference between the terms. Emphasize that it's important to take care of the whole mouth, including the gums and teeth. The health of teeth is affected by the health of the rest of the mouth, and the health of the whole mouth is affected by the health of teeth.

Acknowledge that students may have learned many things about dental and oral health in health classes, from their dentists or from their families. Ask students to raise their hands if they have had a dental check-up in the last year (not a filling, a check-up).

■ Divide the class into five or more groups. Explain that each group will get a number and a marker. Groups will rotate around to the topics you have posted on the wall and write a fact under each topic.

Tell groups they will begin by moving to the posted topic that has their number when you play some music. Then each group is to agree on a fact about the topic to write down on its sheet.

Tell groups that after a few minutes, you will play more music. This is the signal that it is time for groups to move to the next numbered topic sheet and write a fact on it. Explain that you will play music every few minutes until each group has had a turn to write on each sheet.

Tell students there are three guidelines for writing facts. *Note:* You may want to write these guidelines on the board.

1. Facts must be specific.
2. They must be agreed upon by the group.
3. They must be new facts. Groups may not repeat a fact that any other group has written on the topic sheet.

If necessary, define *specific* as "definite or exact." Give an example from topic 3, How Fluoride, Sealants and Dental Check-Ups Help Keep Teeth and Mouths Healthy. Ask students to identify which of the following facts is specific:

- Fluoride helps protect your teeth.
- Fluoride hardens the tooth surface.

Point out that the first statement simply repeats that fluoride helps keep teeth healthy, but the second one gives exact information about how fluoride affects teeth.

Give each group a number and a large marker. Tell students they can pick one person to write all the facts, or each member can write a different fact. Start the music and tell groups to go to the topic sheet that has their number and begin the activity.

*Note:* If students enjoy the activity, you may want to challenge them by having groups go around twice to write another fact or a question on the sheets.

When groups have finished the activity, review their responses. Discuss any misconceptions and fill in any key facts that students missed, using the **Oral Health *Teacher Background Information*** as a guide.

■ Distribute writing paper. Tell students to write one fact about each topic discussed today.

## Evaluation

Assess students' participation in class discussion and review their lists of facts about oral health to determine their ability to describe the behaviors that contribute to oral health.

## Follow-Up/Extension

Offer extra credit to any students who would like to learn more about one of the oral health topics that you have discussed and to help younger students learn about it. Volunteers could visit the school library or ask their dentist for more information.

Bring in well-cleaned chicken bones. Soak the bones in vinegar (acetic acid). After two days, remove the bones and note the change. Ask students to try to explain what has happened and how this relates to tooth decay. Explain that the acid has softened the minerals in the bone, just as acid from our mouths softens the enamel and makes holes in teeth.

Obtain five molar teeth from a dentist or baby teeth from "tooth fairy" parents. Borrow an accurate scale from a science teacher. Weigh each tooth, then place it in one of the following solutions: milk, water, tomato juice, soda and vinegar. Every other day, freshen the solutions and weigh the teeth again.

Plot the weight loss of each tooth on a graph. Discuss possible reasons for any weight loss. Point out that the solutions with more sugar or acid will eat away more quickly at the teeth and result in more weight loss.

Obtain plaque-disclosing tablets and instructions for their use from the school nurse or a dentist. Have students bring toothbrushes to class, chew on disclosing tablets, brush and then observe areas on teeth which were missed. Reinforce the importance of brushing all surfaces of teeth and the importance of flossing to get at areas in between the teeth that the brush can't reach.

### *Vocabulary Challenge*

*oral* (of or related to the mouth)

*orthodontist* (dentist concerned with correcting irregularities of the teeth and the way upper and lower teeth fit together)

### *Fabulous Fact*

Elephants sometimes have as many as five sets of teeth in a lifetime. Humans and most other animals have only one set of adult teeth.

## Suggested Resources

American Association of Orthodontists, 401 N. Lindbergh Blvd., St. Louis, MO 63141-7816. This association has developed a free, colorful poster for upper elementary and middle school students called "A Bit About Bites." It has information on braces and the structure and function of different animal teeth.

American Cancer Society, 1599 Clifton Rd. NE, Atlanta, GA 30329-4251. This organization has affiliates in most states. It provides free information on the prevention, causes and treatment of all kinds of cancer, including mouth cancer.

American Dental Health Association, 211 East Chicago Ave., Chicago, IL 60611. This organization has a variety of excellent materials for teachers and students, including posters, pamphlets, models and lesson plans about oral health.

American Lung Association, 1740 Broadway Ave., New York, NY 10019-4374. This organization has affiliates in most states. It has information on the effects of tobacco on the mouth and other parts of the body.

*Mr. Chew's Blues*. This video offers graphic information on the effects of smokeless tobacco and snuff. Santa Cruz, CA: ETR Associates.

*Mr. Dip Lip* and *Mr. Gross Mouth*. Health Edco. Models show the effects of smokeless tobacco. Available from ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830, (800) 321-4407.

# Oral Health

## Teacher Background Information

### 1. What the Teeth and Mouth Do

The functions of the teeth and mouth (gums, tongue, jawbone) include:
- taste and help digest food
- talk and sing
- express emotion (nonverbal)
- look nice

Humans and many animals have three types of teeth:
- *incisors*—flat, sharp teeth in the front of the mouth
- *canines*—long, narrow, pointed teeth that flank the incisors
- *premolars* and *molars*—low, flat-topped teeth in the back of the mouth.

Human beings bite with incisors, tear with canines and chew with premolars and molars.

### 2. How to Take Care of Your Mouth and Teeth

Teeth should be brushed at least twice a day. Ideally, teeth should be brushed after every meal and snack, but this is not practical for most people. The most important time to brush is after dinner, because food sits in the mouth for the longest time overnight.

All tooth surfaces should be brushed, using short back-and-forth strokes. Brushing is especially useful in preventing decay in the little grooves on the top surfaces of teeth and along the gums. Molars in the back of the mouth and the inside surfaces of teeth need special attention because they are harder to reach.

Teeth should be flossed once a day. Flossing helps prevent decay between teeth where the toothbrush can't reach. The mouth should be rinsed after flossing or brushing to remove loosened plaque and food. If it is not possible to brush or floss, rinsing the mouth with water can help remove the food that sticks to teeth and can reduce acid formation.

Safety precautions:

- Wear mouth protectors when participating in contact sports such as soccer, basketball, hockey or football.
- Do not hold or pull objects with teeth.
- Don't run with anything in your mouth.

### 3. How Dental Check-Ups, Fluoride and Sealants Help Keep Teeth and Mouths Healthy

Check-ups are recommended every six months. During a typical check-up, the hygienist scrapes hardened plaque (calculus) off the teeth. This scraping reduces decay, gum irritation and the incidence of gums pulling away from teeth. The hygienist may also remind or show patients how to brush and floss.

Dental X-rays detect decay between teeth and monitor growth of permanent teeth. The dentist can also watch for malocclusion (improper meeting of the upper and lower teeth) that may need attention.

Fluoride treatment strengthens the enamel surface of teeth, making them less susceptible to decay. Children who have fluoride from birth have 50 percent fewer cavities than those who don't. Possible sources of fluoride include daily tablets, municipal or school water supply, mouth rinse or toothpaste.

Some dentists use sealants or caps to fill small grooves on the tops of molars to reduce chances of decay. Preventive care avoids the anxiety, pain, expense and inconvenience of dental repairs and fillings. Patients often get new toothbrushes at a check-up, which helps ensure effective brushing.

Preventive visits to the dentist can help young people become more comfortable and trusting about receiving dental care. Such visits may make it easier to seek help when students have a problem or have to cope with anxiety about having dental repairs and fillings.

### 4. Why People Wear Braces

Since human beings have many different kinds of teeth, all of which must fit together properly, there is always the chance that something will go wrong. This is where the science of orthodontics comes in. Orthodontics is the dental specialty concerned with the diagnosis and treatment of dental and facial irregularities.

The most common problem that orthodontists must deal with is malocclusion, which means *bad bite*. This technical term is used to describe dental and facial irregularities.

Problems with irregular teeth or malocclusion include crooked teeth; crowded teeth; too much space between teeth; overbite, in which upper teeth go out too far over lower teeth; and underbite, in which lower teeth go out too far over upper teeth. The causes are primarily genetic, although problems can also be caused by missing teeth and by habits such as thumb sucking, breathing through the mouth or pushing against the teeth with the tongue when swallowing.

Most malocclusion can be corrected. Family dentists can usually tell if orthodontic help may be needed. The average time it takes to correct a malocclusion is two years.

Braces are the most common treatment for malocclusions. Some of the reasons to use braces include:
- Crooked or crowded teeth are harder to brush and floss, making decay more likely.
- A few people develop headaches, jaw aches and other serious problems.
- Facial appearance is affected. If problem is severe, people may start to feel unhappy about their appearance.

Most people get braces to improve their looks. However, if there are no real health reasons for the treatment, the cost and inconvenience of braces may not be worthwhile.

Braces are used to move the teeth into better alignment. Constant gentle pressure to move teeth occurs as wires between bands on molars and

other teeth are gradually tightened. The steady pressure dissolves the bone, making a very small space for the teeth to move. Bone grows in the now empty space on the other side of the tooth.

Headgear may also be used to guide the growth of faces and jaws. It is easier to make changes in tooth position when a person's jaw is still growing, but people of all ages can benefit from braces.

## 5. Effects of Food and Tobacco on Oral Health

Plaque is a sticky, colorless substance that sticks to teeth. The natural bacteria in saliva become part of plaque. Plaque and foods combine in a chemical process that forms acid. Acid on teeth causes decay. Acid on gums causes gum disease.

Plaque holds the acid to the teeth. The acid eats away at the enamel and makes holes called cavities. Dentists fill these cavities to stop the spread of decay.

If a cavity in the enamel is not filled, the acid will continue to eat away at the tooth, and the hole will go down into the dentin. Eventually, if the tooth is not taken care of, the hole will extend into the root and cause toothache and a serious infection.

### *Effects of Food on Oral Health*

Simple carbohydrates are the biggest contributor to decay. Sugar is not the only culprit. Any foods containing carbohydrates, such as peanut butter, contribute to the decay process.

Sucrose, which is found in sweet foods such as cookies, cakes and sodas, is not the only sugar that causes decay. Other kinds of sugar such as glucose and fructose also cause decay. Fructose is common in fruits. Sucrose and other sugars are found in many foods that are not usually considered sweet, including ketchup, bread, cereal, raisins and fruit juices.

Foods such as apples, cucumbers and celery (known as detergent foods) do not contribute to plaque formation the way sticky foods or those with simple carbohydrates do. However, these foods do not help remove plaque as is commonly believed.

Foods with calcium, such as milk, yogurt or cheese, are important for the formation of new teeth.

### *Effects of Tobacco on Oral Health*

Chewing tobacco and snuff can both cause serious gum disease. Over time, gums become so irritated that they pull away from the teeth and teeth may fall out.

Constant use of chewing tobacco or snuff may result in white spots on the inside of the cheek, gum or tongue. This is a precancerous condition known as leukoplakia. Three to five percent of leukoplakia may become cancerous. Cigarette smokers have four times the chance of developing oral cancer as nonsmokers.

Many smokeless tobaccos contain sugar, which promotes decay. Tobacco juices and smoke stain teeth. It is easier for plaque to stick to rough surfaces caused by staining. This promotes decay.

Smoking, chewing tobacco and snuff all cause bad breath and also decrease the sense of taste.

**TEACHER**

# Secret Message

*Directions:* Copy the secret message on the board.

Ml kozjfv zggzxph uli nv.

***(No plaque attacks for me.)***

TEACHER

# Secret Code

*Directions:* Copy this sheet and cut apart on the dotted lines. Leave several copies of the code near the **Secret Message** so students can use the code to solve the puzzle.

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# LESSON

# 7

# Stress Busters in Action!

## Objective

Students will be able to describe ways to handle stress.

## Time

One class period.

## Overview

This lesson is designed to give students a basic understanding of stress and how to respond effectively to stressors in their own lives. Students need to know that stress can be both positive (eustress) and negative (distress) and that they may need help dealing with the negative stressors in their lives.

The lesson begins with a continuum activity about stress levels in different situations. Students then work in pairs to answer letters that deal with some of these stressors. After class discussion, students develop a list of stress management techniques.

## Integration

Art, language arts, social studies.

## Teacher Materials and Preparation

HAVE:

✓ Art supplies (crayons or markers) for students.

COPY:

✓ **Dear Stress Busters** worksheet, one for every two students.
✓ **I Am a Stress Buster** worksheet, one for each student.

MAKE:

✓ A sign that says "High Stress" and a sign that says "Low Stress." Post the signs at opposite sides of the room.

REVIEW:

✓ **Stress and Stress Busters** ***Teacher Background Information.***
✓ **Stress Continuum** ***Directions.***

## Procedure

■ Tell students that today's topic is a skill that helps people stay healthy—managing stress. Ask students to define stress. Responses may include:

- something that makes you feel tense
- someone bugging you
- when your heart starts to race

Tell students that stress can be many of the things they have mentioned. In general, stress is anything that causes wear and tear on the body, whether it is physical, mental or emotional.

Discuss stress. Let students brainstorm some sources of stress. Responses may include:

- falls or injuries, too much or too little exercise, unhealthy eating, too little rest (physical)
- difficult school assignments or decisions (mental)
- problems at home or school or with friends, worries (emotional)

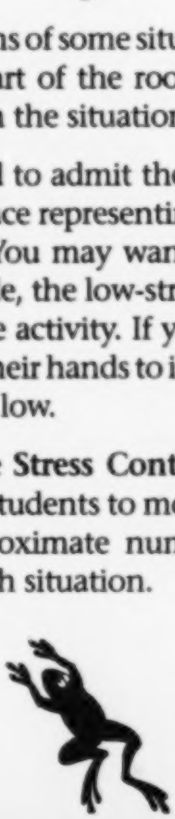
Explain that this lesson will focus on emotional stress.

■ Introduce the **Stress Continuum**. Point out the posted signs for "High Stress" and "Low Stress." Tell students that one side of the classroom represents high stress. The other side represents low stress. In between are intermediate levels of stress from low to high.

Explain that you will give students brief descriptions of some situations. For each situation, students will move to the part of the room that represents the amount of stress they would feel in the situation.

*Note:* If you think students might be embarrassed to admit their own stress levels, suggest that they could move to a place representing how they think most students their age would feel. You may want to let students practice by moving to the high-stress side, the low-stress side and locations in the middle before you begin the activity. If you lack space for the activity, you can have students raise their hands to indicate stress levels for each situation—high, medium or low.

Describe eight to ten of the situations from the **Stress Continuum *Directions***. Pause after each description to allow students to move to a point on the continuum. Then note the approximate number of students standing in the various locations for each situation.



After the exercise, have students return to their seats. Discuss the situations and the amount of stress students felt each situation would produce. Ask students if there are other situations that would be very stressful to them. Discuss their responses.

■ Tell students that stress is part of everyone's life. Some situations are stressful and negative for almost everyone, e.g., being involved in a car crash or some other emergency. However, stress is not always bad. Stress can be seen as either negative or positive.

Explain that *distress* is the word used to describe a negative reaction to a stressful situation. Distress is the feeling of being threatened. Distress is bad stress. It can make us feel unhappy, anxious and tired. Ask students to brainstorm some examples of distress (fighting with a friend, failing a test, worrying about a sick family member).

*Eustress (you-stress)* is a word used to describe a positive reaction to a stressful situation. Eustress is good stress. We feel eustress when we see a situation as an opportunity—a chance to change or grow or solve a problem. Ask students to brainstorm some examples of eustress (joining a new club or team, making a new friend).

Explain that things that cause distress for one person might cause eustress for another person. Sometimes whether an event causes distress or eustress depends on how we look at it. For example, going to a new school might cause distress if you don't want to change schools and you're upset about leaving all your friends. But the same event could cause eustress if you're excited about the change and look forward to making new friends. Emphasize that we all need some stress to make life interesting.

■ Explain that when we experience stress, our bodies respond by getting ready to act. The heart beats faster and blood flow to muscles increases. We breathe faster. The senses sharpen and the muscles receive a quick charge of energy. This is called the "fight-or-flight" response. The

body prepares itself to run away or to fight. Ask for student volunteers to share a situation in which they experienced the fight-or-flight response.

Explain how this response developed. Tell students that scientists who study stress think that humans developed this response thousands of years ago. When early humans met a wild animal or an enemy, they had to protect themselves. The physical response gave primitive people the extra strength needed to fight or run to safety.

Although most of the people in our country don't have to fight for their lives on a daily basis, we still have this fight-or-flight response built in. It helps us respond quickly in a dangerous situation. But if we experience it too often, when we don't need to fight for our lives, it can be unhealthy.

■ Tell students that it is important to stay healthy to help our bodies manage stress. We also need to know how to handle stress so that it doesn't wear us down. Remind students that some stress is positive (eustress) but too much stress is harmful.

Explain that stress affects all aspects of health, including our mental health (ability to concentrate) and our physical health (tense muscles may ache or get injured more easily). Tell students that injuries are much more common when people feel stress.

■ Divide the class into pairs and distribute the **Dear Stress Busters** worksheet. Tell students to act as "Stress Busters" to answer these letters from people their age about how to handle stressful situations. Point out that some of the situations may cause eustress (good stress) as well as distress (bad stress).

When students have completed their work on the worksheet, ask them to share ideas for ways to handle and reduce stress. Write their responses on the board. Add ideas from the **Stress and Stress Busters *Teacher Background Information.***

Encourage students to ask for help and to use these ideas if they are feeling stressed. Go over the types of people in the school and community who have special training to help people with serious distress—guidance counselors, social workers, psychologists, psychiatrists, hotline or hospice volunteers.

■ Distribute the **I Am a Stress Buster** worksheet and art supplies. Encourage students to express the word *stress* in a creative way. Then tell them to list ways to cope with and prevent stress.

## Evaluation

Review students' responses on the **Dear Stress Busters** and the **I Am a Stress Buster** worksheet to assess their ability to describe ways to handle stress.

## Follow-Up/Extension

Select one school-related source of stress from the **Stress Continuum *Directions***. As a class, decide on strategies to work on reducing this stress.

Practice stress management techniques such as visualization, breathing or muscle relaxation as a class.

Have students make wallet-size **Stress Buster** cards with their personal lists of stress management techniques.

### Vocabulary Challenge

*eustress* (the positive form of stress; changes or challenges that are helpful)

*distress* (the negative form of stress; changes or challenges that cause tension or strain)

*cope* (to deal with problems or troubles)

### Fabulous Fact

What are the most common health problems? (colds and tooth decay)

## Suggested Resources

*Into Adolescence: Actions for Wellpower.* M. Waters and A. Hocker. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight encourages students to set goals for improving stress management as well as personal health, fitness, nutrition, safety and communication.

*Into Adolescence: Communicating Emotions.* K. Middleton. Santa Cruz, CA: ETR Associates. This curriculum on communication skills for students in grades five through eight includes discussion of the fight-or-flight response.

*Joy in the Classroom.* S. Herzog, Boulder Creek, CA: University of the Trees Press. This book describes how to use meditation and visualization to manage stress in the classroom and create a peaceful, productive learning environment.

*Teen Stress! And Ways to Handle It.* Santa Cruz, CA: ETR Associates. This pamphlet offers teens and preteens information on what stress is and ideas about how to handle it.

**TEACHER**

# Stress and Stress Busters

## *Teacher Background Information*

Students at this level sometimes experience severe stress. They are often dealing with physical, emotional and social changes that contribute to stress.

All children experience symptoms of stress some of the time. Symptoms of stress in children may take many different forms. Some of the more common behaviors associated with stress include:
- underachievement at school
- depression
- irritability
- anxiety
- fatigue
- aggressive behavior
- withdrawal from others
- nervous laughter

### Stressors for Children

The following list of major stressors for children includes many stressors similar to those adults experience.

*Family Stressors*

- death of a parent or close relative
- divorce, separation, reconciliation, remarriage
- pregnancy of mother, birth of a baby, adoption
- family member in jail or arrested
- quarrels with family members or between family members
- family member losing a job or starting a new job
- moving
- substance use
- single-parent family
- ill health of family member

*School Stressors*

- school suspension or expulsion
- new school or teacher
- beginning and end of school year
- winning of school or community award
- performing in front of the school or class
- taking a test or doing well in school
- athletic competition
- forgotten lunch or homework
- lunchroom noise, lack of time, crowds

*Peer Stressors*

- not having friends
- worry about losing friends or not being popular
- concern about looking attractive
- concern about what to do with sexual feelings
- pressure to do something you don't want to do

*Personal Stressors*

- physical and emotional changes during puberty
- illness or injury
- not enough sleep

### Stress Management

Stress is part of everyone's life—both children and adults. Adults control many sources of stress for children. The following list offers important but limited ways in which children can learn to control and cope with stress. Different techniques work for different children and in different situations.

Here are some ways children can help keep their stress at a low level:

- Stay physically healthy (get enough sleep, eat a balanced diet, exercise).
- Set reasonable goals.

- Spend time with friends.
- Talk about feelings.
- Ask for help when needed.
- Spend time doing and working on something that they do well.
- Learn how to relax.

Here are some ways children can help themselves cope with stress:
- Talk it out with the person causing the stress, a friend or a trusted adult.
- Work it off—shout, exercise, use a punching bag.
- Express feelings using puppets, clay, a journal or other media.
- Do a quiet activity—read a book, play or listen to music, take a walk, use muscle relaxation or deep-breathing exercises.
- Get involved in an activity.
- Spend time alone (in a favorite place if possible).
- Play with or hold a pet or stuffed animal.
- Visualize a happy time or doing well.
- Avoid the person or situation causing the stress.

**TEACHER**

# Stress Continuum

## *Directions*

Describe eight to ten of the following situations to students. After describing each situation, have students move to the point between the "high stress" and "low stress" signs that indicates how stressed they would feel in that situation.

- The fire alarm goes off at school. As you walk down the hall, you smell smoke and see flames coming out of one of the classrooms.
- You get 95 out of 100 on a science test.
- You are on stage in a play or concert and you forget your part.
- You woke up late and didn't have time to take a shower. You are worried your classmates will notice.
- You are picked to be on the school math team.
- You are really angry about something your older sister told someone about you, but you won't have a chance to see her until this evening.
- You are wearing a new outfit to school.
- Your parents had a fight last night.
- Today your gym class will be choosing teams for a game. You are worried you will be the last one picked.
- You are in gym class and you are the last one picked for a team.
- You are asked to pick a team for gym class or a spelling bee.
- You see an older student show his friend a knife in the bathroom.
- A close family member is going into the hospital to have an operation.
- You are going to your first dance.
- You had a fight with your best friend this morning. He or she ignores you at lunch.
- Someone you like tells you that you look great today.
- You have reading achievement tests later today.

Name ____________________________________________

# Dear Stress Busters

*Directions:* Working with your partner, read each letter. Then write an answer with some ideas on how to handle the stress. Sign your names at the end.

Dear Stress Busters:

Someone on the bus told me that my older sister was making fun of my freckles. I won't get to see my sister until after school. I feel really angry. What can I do so this doesn't ruin my day?

Signed,

Lara

Dear Lara:

____________________________________________

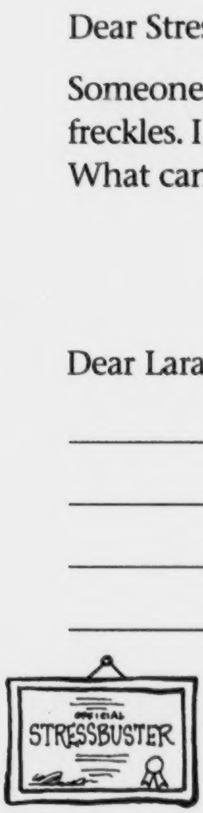
____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________



Signed,

____________________________________________

stressbusters

Name ______________________________________________

*Dear Stress Busters (continued)*

Dear Stress Busters:

I was picked to do a solo part in the holiday program. I feel really proud to be picked by one of my favorite teachers. But I've never done anything like this before. I am really scared that I will mess up and make a fool of myself. What should I do?

Signed,

Lin

Dear Lin:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

OFFICIAL
STRESSBUSTER
stressbusters

Signed,

______________________________

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Name ________________________________________

*Dear Stress Busters (continued)*

Dear Stress Busters:

We will be choosing teams in gym class again today. I hate this because I always get picked near the end. Yesterday I was picked last. I like sports but I'm just not very good at them. I really don't want to go through that again. What should I do?

Signed,

DJ

Dear DJ:

________________________________________

________________________________________

________________________________________

________________________________________

STRESS BUSTER

________________________________________

________________________________________

Signed,

________________________

Name ______________________________________________

*Dear Stress Busters (continued)*

Dear Stress Busters:

I got a new jacket for my birthday. I like it, but it's different from what my friends and I usually wear. I'm worried they'll think I look weird. Yesterday morning I was going to wear the jacket to school, but then I took it off. My dad doesn't understand what the problem is. Should I wear the jacket today? If I don't, when should I wear it?

Signed,

Chris

Dear Chris:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________

______________________________________

STRESSBUSTER

Signed,

______________________________

Name ______________________________________________

*Dear Stress Busters (continued)*

Dear Stress Busters:

I had a fight with my best friend and he ignored me at lunch. I am feeling so hurt. What should I do?

Signed,

Sam

Dear Sam:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

OFFICIAL
STRESSBUSTER
stressbusters

Signed,

______________________________

Name ______________________________

# I Am a Stress Buster

*Directions:* Use color, shape, size and design to write the word stress in a way that shows what it means. Then write some ways to deal with stress that work for you.

Three ways I can relax when I feel stressed:

1. ______________________________

2. ______________________________

3. ______________________________

Three things I can do to prevent stress:

1. ______________________________

2. ______________________________

3. ______________________________

# UNIT III

# Growing Up and Liking It

## LESSON

## 8

# Bodies Come in All Shapes and Sizes

## Objective

Students will be able to explain differences between physical traits and inner traits.

## Time

One class period.

## Overview

This first lesson in **Unit III: Growing Up and Liking It** is designed to encourage students to accept a variety of physical characteristics in themselves and their peers and to look beyond the surface to find out what other people are really like.

To begin the lesson, students read stories about a boy and a girl their age.

Students discuss the stories and feelings associated with physical traits that they like and don't like about themselves. Students then work in small groups to create a drawing of a person with physical features they like.

## Integration

Art, language arts.

## Teacher Materials and Preparation

HAVE:
✓ *Inside-Out Feelings* student booklet, one for each student.
✓ Writing paper, one piece for each small group of students.
✓ Drawing paper, one piece for each small group of students.
✓ Art supplies (crayons or markers) for students.

COPY:
✓ **Acceptance and Self-Esteem** letter, one for each student.

## Procedure

■ Distribute the *Inside-Out Feelings* student booklet. Depending on the reading level of your students, have students read it individually, in small groups or as a class.

Lead a discussion of the story. Point out that most people have things that they like and don't like about themselves. The traits that people like about themselves vary. For example, some people like straight hair, and other people like curly hair. Encourage student appreciation of diversity.

Talk about how TJ and Ama handled their feelings. What were the inside feelings that TJ and Ama had? Ask students if they think these are

common feelings for people their age. Point out that both TJ and Ama had someone they trusted to talk to. Encourage students to think of friends and family members they can talk to about their feelings about themselves.

■ Ask students to think about how many of their feelings about themselves relate to physical features. Tell students that how we feel about our physical selves is called body image. Body image has an important influence on how we feel about ourselves overall.

Ask students how they feel when someone says something positive about their appearance or when they like something about their appearance (liked, proud, energetic, happy). Remind students of Ama's feelings about her appearance. Ask how they feel when they get negative messages about their body or appearance (sad, rejected, angry, ashamed, discouraged). Remind them of what TJ said to Steven about his feelings.

Ask students to suggest some ways to deal with negative feelings about their appearance. Make the following suggestions if not made by students:

- Focus on the body aspects you like.
- Build on your strengths through activities and the way you dress.
- Accept the parts you don't like, especially if they are inherited and you can't change them.
- Realize that everyone has strengths and weaknesses, likes and dislikes.
- Think about other aspects of people besides appearance. Who you are is much more important than how you look.
- Look beyond the surface. You can't tell what people are like by their appearance.
- Change what you can. Set a reasonable goal and stick with it.
- Learn to value variety. Life would be really boring if every one had the same "perfect" nose!

■ Divide the class into small groups. Distribute writing paper, drawing paper and art supplies. Tell groups to create a drawing of a person with

one physical characteristic that each person in the group likes. Tell students they can decide if they want to use general traits or things they like about themselves.

Review guidelines for group discussion, such as "no put-downs." (See "Groundrules" in How to Use This Curriculum.) Be sure each group member has a role, such as group leader, recorder, artist, timekeeper.

Tell leaders to give group members a few minutes to decide what traits they want to include. Tell students to discuss their ideas with their groups and have the recorders write the ideas down. Then group members can decide what traits to include and have the artists draw them.

Tell students to discuss the results with their groups. Have groups report to the class. What did students learn about accepting physical differences and the variety of traits that appeal to their peers?

## Evaluation

Assess students' responses in class discussion and their work in small groups for their ability to explain differences between how people look on the outside and how they feel inside.

## Home/Family Involvement

Distribute the **Acceptance and Self-Esteem** letter. Encourage students to take the letter home with the *Inside-Out Feelings* booklet to share with their families.

*Note:* You may want to devise a check-out system for the booklets to be sure all booklets are returned.

# Follow-Up/Extension

### *Vocabulary Challenge*

Have students gather as many words as possible that mean "different." Divide these words into two lists—words that suggest positive images (*exotic, diverse, varied*) and words that suggest negative images (*weird, unbalanced, odd*).

### *Fabulous Fact*

How much blood does your heart pump in one day? (Enough to fill a 4,000 gallon tank.)

**LETTER**

# Acceptance and Self-Esteem

Dear Family:

As part of this year's health curriculum, *Actions for Health,* our class has discussed differences between how people look and how they feel. Many students at this age are beginning to be very concerned about how they look to others. They are also experiencing many new feelings.

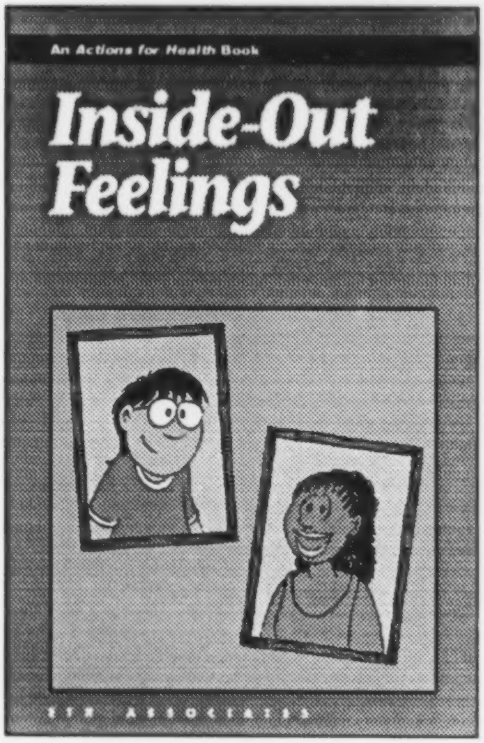
Helping children to accept things they can't change about themselves and to build skills to change the things they can helps enhance their self-esteem. Enhancing young people's self-esteem helps empower them to make healthy choices in their lives.

*Inside-Out Feelings,* a story we read in class, illustrates some of the differences between physical, outer traits and inner traits and emotions. Sharing this story with your child may offer you an opportunity to talk about some of his or her fears, insecurities and feelings about growing up.

If you have any questions, please call.

Sincerely,

______________________________



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## LESSON

# 9 Looking Good and Being Healthy

## Objective

Students will be able to differentiate between healthy and unhealthy ways to look and feel good.

## Time

One class period.

## Overview

This lesson provides students with an overview of two possible consequences of not accepting themselves and their bodies—eating disorders and steroid use. It emphasizes behaviors that help students become healthy and look good rather than behaviors that help students look good at the expense of their health.

The lesson opens with a discussion of "perfect bodies" as portrayed in United States society and the media. It continues with a brief explanation of steroids and eating disorders.

## Integration

Language arts, science.

## Teacher Materials and Preparation

**HAVE:**

✓ Writing paper for students.

**PREPARE:**

✓ Collect magazine pictures of male and female body builders, actors and fashion models. Try to include examples of different ethnicities.

**REVIEW:**

✓ **Body Image Issues *Teacher Background Information.***

## Procedure

■ Remind students that the class has discussed the importance of accepting differences in appearance and of looking beyond the surface to find out what people are really like. Add that they have spent much time in their health classes talking about actions they can take to maintain or improve their health—accepting themselves, managing stress, eating a balanced diet, exercising, etc.

Tell students that most of these habits and skills help people to be healthy *and* look good. However, they need to realize that healthy people can also be recognized for other positive qualities aside from physical appearance.

- Tell students that today's lesson is about two harmful behaviors that many people, often teenagers, think will make them look good. Allow students to guess what these behaviors are. Explain that the behaviors are abusing food—known as eating disorders—and using steroids—drugs that affect muscle growth and weight gain.

*Note:* If students mention sunbathing or other behaviors that are unhealthy but make people look "good," acknowledge the validity of the ideas, even though they will not be discussed in today's class.

Ask students if they have ever raided the cookie jar or the refrigerator. How were they feeling before they did this? (Answers may include bored, "down," nervous.) Acknowledge that sometimes we use food to help us feel better. A lot of people do this occasionally, and it is not a problem. However, some people use food often to try to solve problems or feel better.

- Ask students to close their eyes and imagine a "perfect" body for someone of their sex. Ask if anyone envisioned her or his own body. *Note:* Students at this age feel so awkward about their changing bodies that they will probably envision an adult body.

Show the class the magazine pictures of males. Ask the boys if these men have bodies that seem "perfect." Ask the boys to list the characteristics the models have in common (tall, muscular, strong, tough-looking, slim). Ask if there are ways that the pictures don't fit their vision or ideal (look plastic, too many muscles, dumb, don't like the clothes or hairstyle).

Then show the class the magazine pictures of females. Ask the same questions of the girls. Girls may mention slimness, height, fitness, smile, tan, clothes or make-up as attributes that make the models seem "perfect." The pictures may not fit their ideal vision because of looking plastic, being too thin, or having make-up, hair or clothes that don't appeal.

Ask students how the culture or environment we live in, including its magazines, television shows and ads, influences what people like and

dislike or think is good and bad about appearance. Have them brainstorm some movies, television shows, commercials or advertisements that affect their ideas about how people should look.

- Note that boys and men often want to have strong bodies. So do many girls and women. Explain that this desire creates problems when people do unhealthy things to improve their looks or gain strength. Tell students that some people are very concerned about appearance and feel unsure of themselves. They may use steroids—drugs—to increase muscle size and to feel stronger.

Explain that steroids are a group of drugs that have effects like the male hormone, testosterone. Steroids have many harmful side-effects, such as liver disease and sterility (not being able to have children). Steroid use can also lead to aggressive behavior and depression. Emphasize that using steroids is an unhealthy way to manage stress caused by problems or negative feelings.

Tell students that they can build muscles in natural and healthy ways. Male hormones in boys increase during puberty, which will help increase muscle size. Exercise and weight-lifting also increase muscle size and strength for both men and women. Add that there is much more to being a man or a woman than having muscles and looking good.

- Tell students that many aspects of American society also lead people to think that "thin is in." This attitude usually affects women more than men. It creates problems when people do things to look good that are harmful to their health. Add that eating disorders are one example. Ask if anyone has heard the terms *anorexia nervosa* or *bulimia*. Let students brainstorm the meaning of the words.

Tell students that some people think they are too fat even when they are a healthy weight. They starve themselves to become thinner. This is called anorexia.

Other people eat too much—stuff themselves—then make themselves vomit or use laxatives to lose weight. This is called bulimia. Eating too much or too little like this can result in many serious health problems. It can even cause death.

- Ask students what they think about extreme eating habits or using drugs to look good. Emphasize the importance of being healthy and accepting bodies in many different shapes and sizes. Remind students that it is natural to gain weight during puberty and adolescence. Their body size may change as they grow.

Tell students that weight-loss diets are not a good idea for people their age. If they eat healthy foods and exercise regularly, then their body weight will be right for them. *Note:* If students have concerns about eating, weight or appearance, suggest that they talk to the school nurse, guidance counselor or a doctor.

- Distribute writing paper. Tell students to write down one healthy behavior that helps them look good. Students should then list one "unhealthy" behavior that should be avoided. Tell students to explain why the unhealthy behavior is unhealthy.

## Evaluation

Evaluate students' responses on the writing assignment for their ability to differentiate between healthy and unhealthy ways to improve appearance.

## Follow-Up/Extension

Invite a nutritionist or nurse to talk to the class about eating a balanced diet and why dieting is generally not a good idea for young people.

### *Vocabulary Challenge*

*anorexia nervosa* (an eating disorder involving fear of weight gain, a distorted body image and excessive weight loss)

*bulimia* (an eating disorder involving binge eating and purging, as by making oneself vomit)

### *Fabulous Fact*

What is the largest organ of the body? (skin)

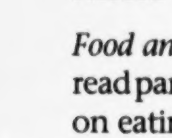
## Suggested Resources

*About Steroids*. Santa Cruz, CA: ETR Associates. This pamphlet for teens and adults provides comprehensive information about the risks of steroid use.

*Food and Feelings*. E. Berg. Santa Cruz, CA: ETR Associates. An easy-to-read pamphlet designed for high school students with basic information on eating disorders.

*Entering Adulthood: Looking at Body Image and Eating Disorders*. S. Giarratano. Santa Cruz, CA: ETR Associates. A curriculum about body image for high school students.

*Entering Adulthood: Moving into Fitness*. B. M. Hubbard. Santa Cruz, CA: ETR Associates. This curriculum for high school students includes information on steroids.



# Body Image Issues

## *Teacher Background Information*

Weight control is more than a health issue, it is a cultural issue. In the United States today, the general cultural belief seems to be that thinner is better. However, in other eras, other standards prevailed.

During the 1950s, the voluptuous look of Marilyn Monroe was in style. In other cultures and in other historical periods, obesity is and has been a sign of wealth and beauty. Cultural pressures to look a certain way can contribute to unhealthy behaviors.

More than half the women in the United States go on diets during the course of a year. Three-quarters of these women diet for cosmetic rather than health reasons. Surveys indicate that almost 75 percent of adolescent girls are dissatisfied with their bodies and want to lose weight.

### Influences on Body Size

Heredity, environment and behavior all affect body size. Much evidence suggests that heredity influences weight, just as it influences height. Body weight is not necessarily an indication of fatness. Some people have larger bones or more muscle mass than others, and muscle tissue weighs about three times as much as fat tissue.

Families also influence eating and exercise habits as well as the environment around eating. Foods available and views about appearance and weight are part of this environment. Ideas about looks change, as do clothing fashions. In the United States today, it is in style to be thin. In other cultures and in other periods in history, people thought being round was attractive.

Personal behaviors, including the amount of food we eat and the amount of exercise we get, also affect body weight. A balanced diet and regular exercise help people maintain a healthy body weight.

### Facts About Fat

Everyone has some body fat. Most women have more body fat than men do. Women normally gain this fat during the teen years as they go through puberty. Women carry fat in different parts of the body than men. They have more fat just under the skin and store it in their hips and thighs. Men tend to store fat in their abdomen (belly area).

Body fat offers some benefits. Fat cushions people, provides an insulating layer for the body, helps people float and enables them to go long periods of time without food. Eskimos' bodies generally have more fat than average. This makes them well suited to the extreme weather conditions of the Arctic environment.

### Eating Disorders

Some people become obsessed with food and weight. They either eat too much or don't eat enough as a way to cope with problems or to feel good about themselves. These people have eating disorders. Anorexia nervosa and bulimia are the most common eating disorders.

Anorexia nervosa, commonly known as anorexia, is an obsession with thinness that results in voluntary starvation. People with bulimia alternate eating huge quantities of food with self-induced vomiting or use of laxatives.

Eating disorders may affect 10 to 15 percent of adolescent girls. Eating disorders kill 5 to 10 percent of those who suffer from them. Starvation, cardiac arrest and suicide account for most of the deaths.

Males also develop eating disorders, but less often than females. Boys may be more likely to abuse steroids or human growth hormone to create bigger muscles.

### Steroid Use

Anabolic steroids are drugs that function like the male hormone testosterone. Steroids can be taken in tablet form or by injection. Steroids are used medically to treat certain diseases and are prescribed by doctors for people who have growth disorders.

Body builders and other athletes may use steroids in an effort to stimulate muscle growth and weight gain. Steroids promote increased strength and bulk; however, experts agree the health risks outweigh any benefits. Health risks include acne, hair loss, liver damage, hypertension, cancer, heart disease, muscle cramps and gastrointestinal distress.

Men who take steroids may also experience breast growth, reduced sperm production, shrinking of the testicles and sterility. Side effects in women include growth of facial and body hair, baldness, lowering of the voice, decreased breast size, menstrual irregularities and enlarged genitals. As with any injection drug, people who inject steroids may be exposed to HIV (the virus that causes AIDS) if they share needles.

Contact the school nurse or guidance counselor if you notice a student who is on a diet, who eats too much or too little or who seems overly concerned about his or her weight.

### References

*Entering Adulthood: Looking at Body Image and Eating Disorders.* 1991. S. Giarratano. Santa Cruz, CA: ETR Associates.

*Entering Adulthood: Moving into Fitness.* 1991. B. M. Hubbard. Santa Cruz, CA: ETR Associates.

## LESSON

## 10 Am I Normal?

### Objective

Students will be able to describe physical and emotional changes associated with puberty.

Students will be able to identify parts of the male and female reproductive systems.

### Time

One or two class periods.

### Overview

Students at this level are often preoccupied with the physical, emotional and social changes they are experiencing during puberty. This lesson provides students an opportunity to learn more about these changes and to talk about their questions and concerns in a supportive environment.

This lesson introduces the Anonymous Question Box, which allows students to ask important questions about puberty without risking embarrassment. Using the question box also gives teachers time to think about answers to difficult questions or to look for more information if needed.

To begin the lesson, students read about and discuss pubertal changes. Transparencies or posters are used to illustrate the structure and function of the male and female reproductive systems. Students then complete worksheets on the reproductive systems.

*Note:* Check district and state guidelines on teaching about puberty before presenting these lessons. Be sure to follow all procedures regarding parental notification.

## Teacher Materials and Preparation

HAVE:
✓ Pieces of paper, one or more for each student.

COPY:
✓ **A Time of Change** letter, one for each student.
✓ **My Changing Body** worksheet, one for each student.
✓ **Male Reproductive System** worksheet, one for each student.
✓ **Female Reproductive System** worksheet, one for each student.

MAKE:
✓ Transparency or poster of **Male Reproductive System** worksheet.
✓ Transparency or poster of **Female Reproductive System** worksheet.
✓ Anonymous Question Box. Use a shoebox or another small box. Make a slit in the top and tape the top on.

**PREPARE:**

- ✓ Several days before you teach this lesson, distribute the **A Time of Change** letter and tell students to take it home to their families.
- ✓ Ask the school nurse or guidance counselor to help you present this lesson (optional).

**REVIEW:**

- ✓ "Responding to Student Questions and Concerns." See How to Use This Curriculum.
- ✓ **Teaching About Puberty and Reproduction *Teacher Background Information.***
- ✓ **Male Reproductive System *Key.***
- ✓ **Female Reproductive System *Key.***

## Procedure

■ Remind students of the discussions in Lessons 8 and 9 about body image and body size. Tell them their bodies are beginning to experience a lot of changes in addition to body size. Explain that they are moving into the period of life called adolescence.

Let students brainstorm what adolescence means to them. Explain that adolescence refers to the time between childhood and adulthood when physical and emotional changes take place. Add that another name for these changes is *puberty.* During puberty, a boy begins to become a man and a girl begins to become a woman. Tell students that today they are going to learn more about the changes that occur during puberty.

■ Remind students of the class groundrules for discussion. Encourage them to ask questions at any time during class, but acknowledge that it can be difficult to ask questions about puberty, sexuality and reproduction.

Show students the Anonymous Question Box. Tell students they can put written questions in the box and you will answer them. Tell students

that all questions placed in the box will be taken seriously. Explain that if you don't know the answer to a question, you will try to find it.

Tell students that you will make a decision about the appropriateness of the questions for class discussion. Explain that if you don't answer a question in class, it's not because the question is not a good one. You may feel that the question is not of interest to all students or that you are not prepared to lead a class discussion on that issue.

Tell students they can ask the question privately if one of their questions is not answered in class. Tell them that if they want a private written answer, they can sign the questions they put in the box and you will give them a private answer. Tell them they can do this with any question they would like to have answered privately.

Give students blank pieces of paper to write their questions for the Anonymous Question Box. Tell them that if they do not have a question to ask, they can write a sentence or two on the piece of paper to put in the box. Then they will not be embarrassed about whether they do or don't have a question.

Tell students they can write their questions anytime during the lesson. When they have finished writing, they should fold up their papers. Explain that you will take the box around and collect the questions at the end of the class.

■ Distribute the **My Changing Body** worksheet. Depending on the ability of your class, have students read the worksheet individually, in small groups or as a class. When students have finished reading, discuss the changes that occur during puberty. Use the **Teaching About Puberty and Reproduction** ***Teacher Background Information*** as a guide for this discussion.

Ask for examples of some of the changes that occur during puberty. Ask students what people their age need to do to take care of themselves related to these changes. Suggest that students take notes on the worksheet during this discussion. Then they can add the worksheet to their health folders.

- Distribute the **Male Reproductive System** worksheet and show students the transparency or poster of this worksheet. Discuss the male reproductive system. During this discussion, label the parts of the reproductive system and have students label the diagrams on their worksheets. (See the **Male Reproductive System** ***Key***.)

- Distribute the **Female Reproductive System** worksheet and show students the transparency or poster of this worksheet. Discuss the female reproductive system. During this discussion, label the parts of the reproductive system and have students label the diagrams on their worksheets. (See the **Female Reproductive System** ***Key***.)

Tell students that puberty is the time when girls begin to menstruate. Present any information from the **Teaching About Puberty and Reproduction** ***Teacher Background Information*** that is appropriate for your students.

- Ask students to write in their health journals about their feelings about the changes happening to them or about changes they wish would happen. Collect the questions for the Anonymous Question Box while students are writing in their journals.

## Evaluation

Assess students' participation in class discussion for their ability to describe external and internal changes of puberty.

Assess students' responses on the **Male Reproductive System** and **Female Reproductive System** worksheets for their ability to name parts of the male and female reproductive systems.

# Home/Family Involvement

Several days before this class, distribute the **A Time of Change** letter and ask students to take it home. Tell them this letter informs their families that they will be studying about puberty and reproduction. Emphasize that family members are welcome to preview the lesson materials and to discuss the lessons with you.

# Follow-Up/Extension

Show students a video about the changes of puberty. See Suggested Resources.

### *Vocabulary Challenge*

*chromosome* (a strand of matter in the human body cell nucleus that determines heredity; humans have 23 pairs of chromosomes)

*nocturnal emission* (occurs when excess semen is released through the penis; often called a "wet dream"; very common during puberty)

*conception* (the process when a female egg is fertilized by a male sperm)

### *Fantastic Fact*

Which is larger, an egg or a sperm? (The female egg is 90,000 times the size of the sperm. However, the egg and sperm each contribute half of the genetic material for the baby.)

**TEACHER**

# Suggested Resources

*The Growing Up Series*. Santa Cruz, CA: ETR Associates. The three videos in this series explore the social and physiological issues of puberty and adolescence.

*Changes in You*. Santa Cruz, CA: ETR Associates. This set of two illustrated, simply worded books (one for boys, one for girls) encourages readers to be proud of their changing bodies. Includes matching Parent's Guides.

*Entering Adulthood: Understanding Reproduction, Birth and Contraception*. C. E. Bruess and S. J. Laing. Santa Cruz, CA: ETR Associates. This curriculum for high school students includes information about reproductive anatomy and physiology.

*Into Adolescence: Learning About Reproduction and Birth*. C. Golliher. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight contains six lessons about reproduction and birth.

*Into Adolescence: A Time of Change*. C. Golliher. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight introduces students to the basics of human reproduction and explains the physical, emotional and social aspects of adolescence.

*Family Life Education: Curriculum Guide*. S. Bignell. Santa Cruz, CA: ETR Associates. This guide outlines a model ten-session curriculum for junior and senior high school students.

*Growing Older: Facts and Feelings*. J. Hiatt. Santa Cruz, CA: ETR Associates. This illustrated booklet helps boys and girls understand the physical and emotional changes of puberty.

*Puberty Facts*. Santa Cruz, CA: ETR Associates. This pamphlet addresses the concerns of boys and girls going through puberty.

*Talking with Your Young Child About Sex*. Santa Cruz, CA: ETR Associates. This supportive pamphlet helps parents talk about sexuality with children ages three to twelve in a comfortable, personal manner.

*Talking with Your Daughter About Menstruation.* Santa Cruz, CA: ETR Associates. This supportive pamphlet helps parents prepare their daughters for menstruation.

*What Kids Want to Know About Sex and Growing Up.* Children's Television Workshop. Available from ETR Associates. This video includes a strong message that it's OK to ask questions and talk to others about sex.

*What's Happening to Me?* P. Mayle. Secaucus, NJ: Lyle Stuart. This book uses humor to help relieve tension and promote learning about puberty.

*The What's Happening to My Body? Book for Boys.* L. Madaras. New York: New Market Press.

*The What's Happening to My Body? Book for Girls.* L. Madaras. New York: New Market Press.

# Teaching About Puberty and Reproduction

## *Teacher Background Information*

This background information is for you. The amount of information you pass on to your students will depend on their maturity level, on your community's values, and on district and state policies regarding family life and sexuality education. Adjust lesson content and procedures accordingly.

Become as actively involved as you feel comfortable with in teaching this material. In many ways, you are the best person in the school to teach this material because you know your students and can seize teachable moments.

On the other hand, if you do not feel comfortable teaching about puberty and the reproductive systems, ask for training, help or support from the school nurse, counselor or other teachers. Many educators like to have a male and female team teaching this unit.

Encourage students to talk with their parents or other trusted adults about this material and their related feelings. If some students seem to need more indepth information or more attention than is appropriate for the whole class, arrange to meet with them individually or refer them to the school nurse or guidance counselor.

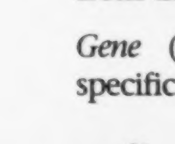
*Note:* Consult the school nurse or guidance counselor if you are concerned about any student who exhibits precocious sexual behavior. Such a student may need counseling or additional information.

### Definitions

*Chromosome* (KROHM-oh-sohm)—a strand of matter in the nucleus of the human body cell. It determines heredity. Humans have 23 pairs of chromosomes.

*Ejaculation* (ee-JACK-yoo-LAY-shun)—occurs when semen is released from the penis.

*Gene* (JEEN)—a small part of a chromosome, which determines a specific trait.



*Masturbation* (MAS-tur-BAY-shun)—stimulation of sexual organs that is pleasurable and may result in climax. Masturbation is a very common practice. In many cultures, it is viewed as bad and is not talked about openly. It does not cause mental illness, acne or any other physical problems.

*Nocturnal emission* (nok-TUR-nul ee-MIH-shun)—often called a wet dream, very common among boys during puberty. Excess semen is released through the penis.

*Orgasm* (ORE-gahz-um)—during sexual intercourse or masturbation, the point at which the release of tension occurs, also called climax. For males, orgasm is usually accompanied by the ejaculation of semen.

*Puberty* (PYOO-ber-tee)—a time in life when humans (and other animals) become capable of reproduction. Egg cells mature in girls and sperm are produced in boys. The social and emotional maturity necessary for parenting is reached later than physical maturity.

*Sex* (SEKS)—term used to refer to male or female gender or to the physical part of a relationship.

*Sexuality* (SEKS-shoo-AL-ih-tee)—refers to all aspects of a person's maleness or femaleness, including thoughts, experiences, roles, feelings and fantasies.

## Male Reproductive System

### *External Parts*

*Penis* (PEE-niss)—the male reproductive and urinary organ.
- Organ size increases and decreases according to blood flow.
- Normal size of penis varies.
- Some penises are circumcised at birth to remove foreskin.

*Scrotum* (SKROH-tum)—contains the testicles.
- Keeps sperm at proper temperature (about 92.6, six degrees below body temperature).
- Changes in size and shape with warmth or cold.

*Internal Parts*

*Testicles* (TES-ti-kulz)—produce sperm and testosterone (male hormone).

*Vas deferens* (vaz DEFF-e-renz)—tubes through which sperm passes out of testicles.

*Urethra* (yoo-REE-thrah)—tube through which semen passes out of the penis and through which urine passes out of the bladder. Urine and sperm never travel through the urethra at the same time.

*Sperm* (SPURM)—mixes with milky fluid called semen from the seminal vesicles.

- Production of sperm and semen is continuous.
- Sperm is carried into female body by insertion of the penis into the vagina.
- Sperm matures and can produce pregnancy beginning at ages 12 to 15.
- Each ejaculation contains about one teaspoon of liquid and as many as 600 million sperm.
- Excess semen may be released during sleep (nocturnal emissions or "wet dreams") or masturbation.

## The Female Reproductive System

*External Parts*

*Breasts* (BRESTS)—produce milk for young.

*Labia* (LAY-bee-ah)—folds of skin that cover the clitoris, urethra and entrance to vagina.

*Clitoris* (KLIH-toh-riss)—small pea-sized organ that is full of sensitive nerve endings.

*Urethra* (yoo-REE-thrah)—opening through which urine passes out of the body.

*Vulva* (VUL-vuh)—term for the outer genital area, includes the labia, clitoris and vaginal opening.

*Internal Parts*

*Vagina* (vah-JY-nah)—passage from the outside of the body to the uterus.

- Entrance to the vagina is between the legs in front of the anus.
- The entrance for penis during intercourse.
- Passage for sperm into uterus.
- Passage through which baby is born.
- Passage for menstrual flow.

*Uterus* (YOO-ter-us)—small, muscular, pear-shaped organ located in the lower abdomen. The fetus grows in the uterus until it is ready to be born.

*Ovaries* (OH-vuh-reez)—two organs located in the abdomen that produce eggs and sex hormones.

*Fallopian tubes* (fell-LOW-pee-yan TOOBZ)—tubes through which eggs pass from ovaries to uterus; site of fertilization.

*Cervix* (SUR-vix)—narrow end of uterus; opens into the vagina; stretches to allow baby to be born.

## Physical Changes of Puberty

*Similar Changes in Boys and Girls*

Pituitary gland in brain stimulates pubertal changes.

Growth of hair under arms, on legs, in groin (pubic area).

Growth spurt—both height and weight. Usually occurs earlier in girls, from ages 9 to 16. Average age in girls is 10 to 13. Age range in boys is 10 to 18; average age is 11 to 14.

Increased gland secretions of oil and sweat, which often result in acne and/or body odor.

Size of sexual organs varies greatly and usually does not affect sexual or reproductive function.

*Other Changes in Boys*

Increase in male hormone (testosterone) results in many external changes, including:

- growth of facial and chest hair
- deepening of voice
- increase in muscle mass
- increase in size of penis and testicles (It is normal to have one testicle that hangs lower than the other.)

Breast tissue sometimes increases and becomes tender for a year or so.

Production of mature sperm. Age of onset varies. Usually follows the external changes.

*Other Changes in Girls*

Breast growth is usually the first sign of puberty. Breasts vary greatly in size and shape, but this variation does not affect their ability to feed young. One breast is often bigger than the other. Breasts and nipples usually feel tender as they are growing.

Increase in width and size of hips, which helps prepare for childbirth.

Vaginal discharge is normal unless it is yellow and causes itching (sign of fungus).

Menstruation occurs in the middle of puberty after many external changes have already been noticed.

- Age of onset varies greatly, from ages 9 to 16.
- Lining of uterus thickens with blood to prepare for possible pregnancy.
- Ovary releases egg once a month into fallopian tube.
- If egg is not fertilized by sperm cell, the thick lining of the uterus is not needed.
- The blood-filled lining passes out of the body through the vagina. This time is known as a "period" and occurs about once a month.
- The amount of flow varies by individual.
- Flow is sometimes preceded or accompanied by muscle cramps.
- Menstrual periods may be irregular at first.
- Flow of blood can be absorbed by sanitary pads or tampons.

## Taking Care of Changing Bodies

*Body Change and Self-Care for Boys and Girls*

| **Change** | **Care** |
|---|---|
| growth spurt | More sleep, increased but balanced food intake. |
| increased sweat and oil secretions | More frequent washing of face, armpits and groin area; use deodorant (not antiperspirant) if concerned about smell and unable to wash. |
| growth of hair | Boys may want to shave facial hair. Girls may want to shave hair under armpits and on legs. |

*Body Change and Self-Care for Girls*

| **Change** | **Care** |
|---|---|
| menstruation | Use sanitary pads or tampons. |
|  | To dispose of sanitary supplies, wrap in toilet paper and put in wastebasket. Do not flush down toilet. |
|  | No need to limit physical activities during period. |

*Note:* Suggest that girls who have not begun to menstruate talk with adult family members about supplies they need to be prepared. Let girls know where they can get supplies at school, e.g., school nurse, bathroom, classroom teacher.

Name ______________________________________________

# My Changing Body

Puberty is a time of growth and change for both boys and girls. The process of puberty begins when male and female hormones are released into the bloodstream. Hormones are chemicals that cause body growth and change. During puberty, boys and girls:

- Grow very quickly and may sometimes feel clumsy.
- Perspire more and have body odor.
- May develop oily skin and some pimples.
- May notice aching muscles and joints. (Yes, "growing pains" are real!)

Girls usually begin puberty a year or two before boys.

## Girls

Between the ages of 9 and 16, girls' bodies begin these changes:

- Hips broaden.
- Waist narrows.
- Hair grows under arms and around vulva and vagina (pubic area).
- Vagina, labia and clitoris grow slightly.
- Breasts grow and develop. Sometimes one breast grows larger than the other. This is normal.
- Vagina discharges white, sticky substance. This is the vagina's way of cleaning itself and is normal.

## Boys

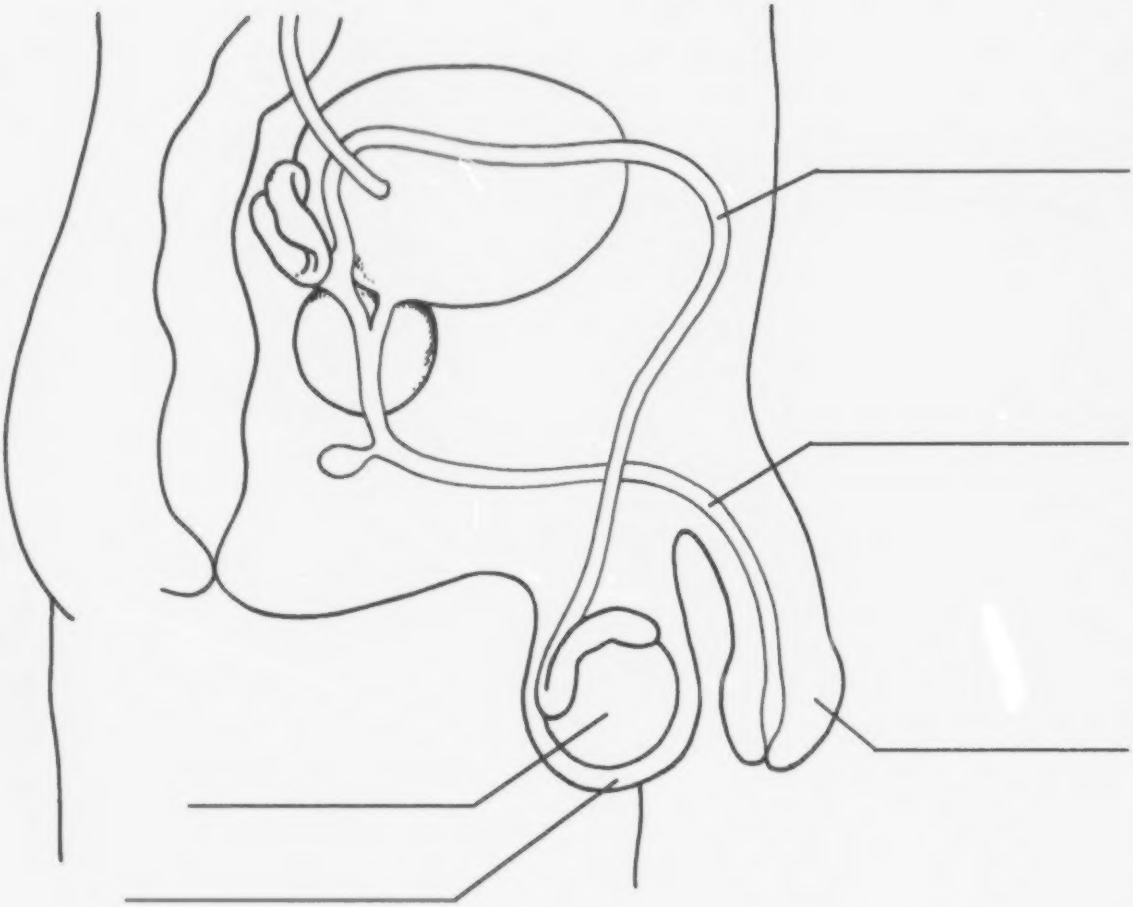
Between the ages of 10 and 16, boys' bodies begin these changes:

- Shoulders broaden.
- Muscles grow.
- Hair grows under arms; on arms, legs, chest and face; and around penis and testicles (pubic area).
- Penis and testicles grow larger. One testicle usually hangs lower than the other. This is normal.
- Sometimes boys' breasts become very tender and grow a little. This is normal and will go away in a year or so.
- Voice gets deeper.

Name ___________________________________

# Male Reproductive System

*Directions:* Look at the diagram and label the body parts by writing the correct terms on the lines for each part.



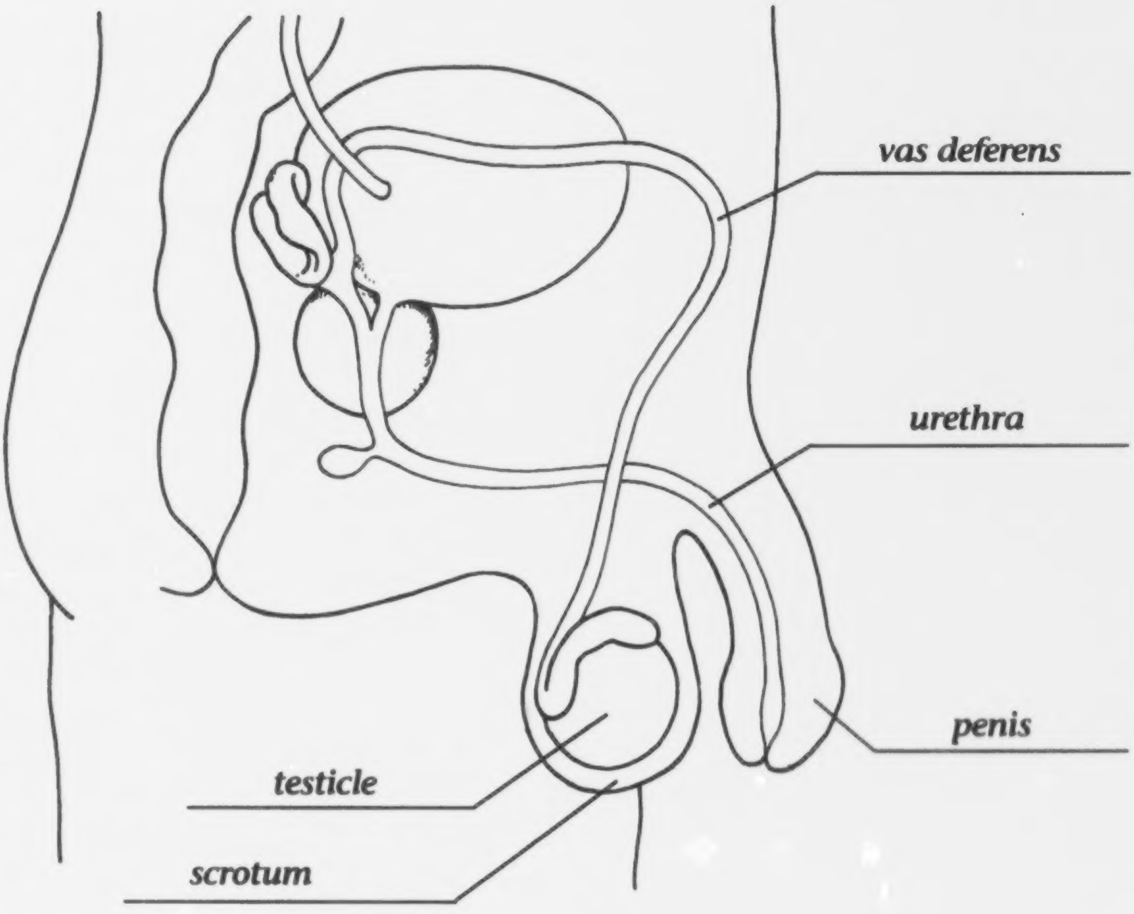
***penis*** ***scrotum*** ***testicle*** ***urethra*** ***vas deferens***

**TEACHER**

# Male Reproductive System

## *Key*

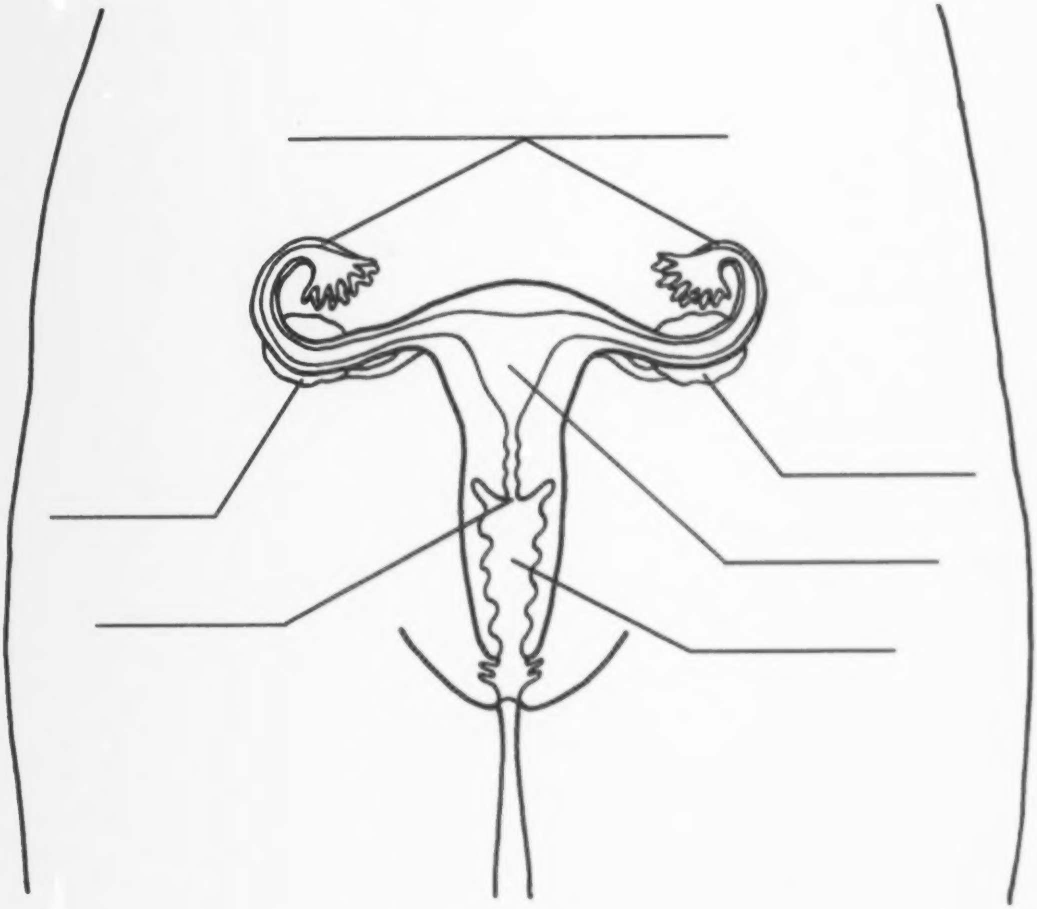
*Directions:* Look at the diagram and label the body parts by writing the correct terms on the lines for each part.


vas deferens
urethra
penis
testicle
scrotum

Name ______________________________

# Female Reproductive System

*Directions:* Look at the diagram and label the body parts by writing the correct terms on the lines for each part.



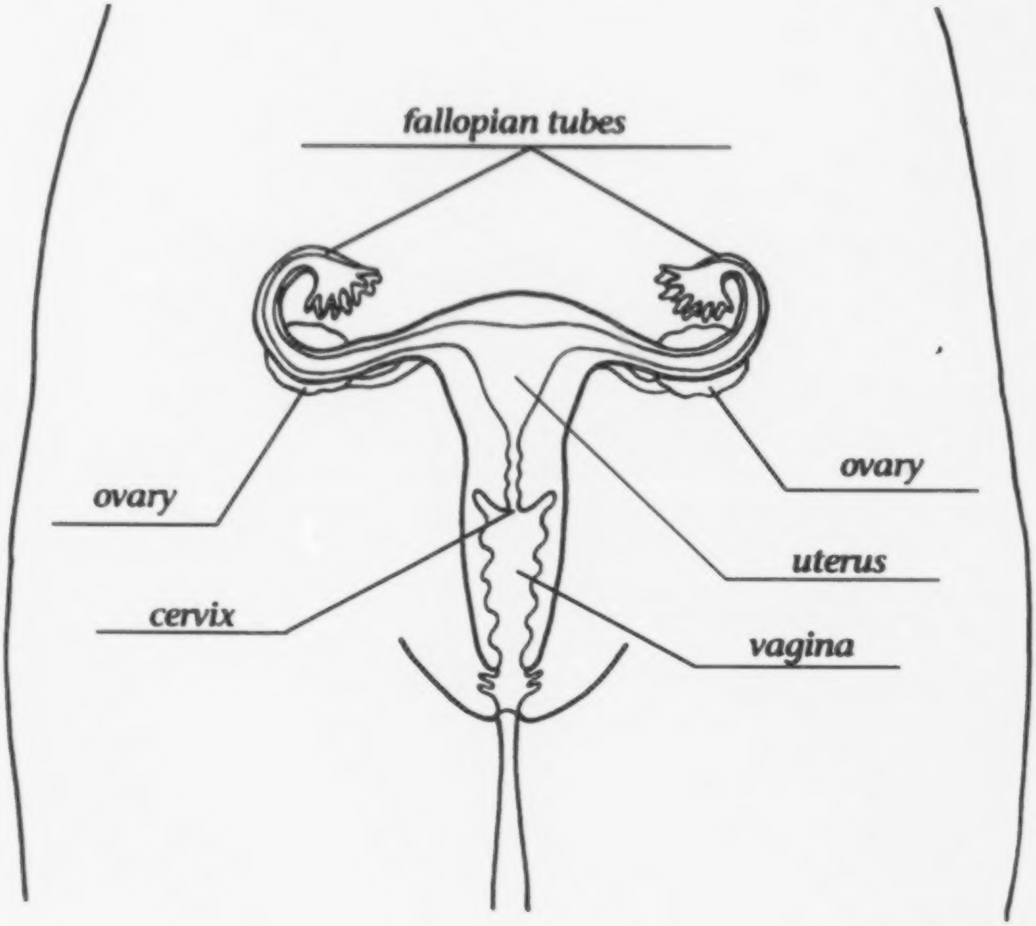
***cervix*** ***fallopian tubes*** ***ovary*** ***uterus*** ***vagina***

**TEACHER**

# Female Reproductive System

## *Key*

*Directions:* Look at the diagram and label the body parts by writing the correct terms on the lines for each part.


fallopian tubes
ovary
ovary
uterus
cervix
vagina

LETTER

# A Time of Change

Dear Family:

As part of this year's health curriculum, students will be learning about puberty, the male and female reproductive systems and HIV/AIDS prevention. Puberty can be a stressful time, as young people wonder about the physical, emotional and social changes they are experiencing. These lessons are designed to answer some of their questions.

We encourage you to talk with your son or daughter about these topics. You are the best educators for your children, and your participation will greatly increase the effectiveness of our educational efforts. Although these topics may be difficult to discuss, they are very important for the health of our children.

You are invited to attend a meeting on

________________________________________

*(day and time)*

to learn more about the lessons on puberty and to preview some of the materials. The meeting will be held at

________________________________________.

*(place)*

Please call if you have any questions or comments.

Sincerely,

________________________

# LESSON

# 11

# Preventing HIV Infection

## Objective

Students will be able to explain how HIV is and is not transmitted.

Students will be able to list behaviors to keep themselves safe from HIV infection.

## Time

One class period.

## Overview

The purpose of this lesson is to provide students with basic information about HIV and AIDS in a way that develops a sense of vulnerability balanced by a feeling of control over their actions. The lesson opens with a "What if?" game to catch students' attention and to give them an opportunity to show what they already know.

The teacher then presents basic concepts about HIV/AIDS that have not come up during the game. Students are encouraged to avoid behaviors that could put them at risk for HIV infection.

## Integration

Language arts, math, science, social studies.

## Teacher Materials and Preparation

HAVE:

- ✓ Picture of a syringe with needle, or an empty syringe without a needle or with a small nail glued in the end.
- ✓ Picture of a mosquito, or a mask made from a brown paper bag and pipe cleaners to look like a mosquito.
- ✓ Magazine pictures of people from a variety of cultural and ethnic backgrounds.
- ✓ Small plastic bottle or syringe filled with water tinted red with food coloring.
- ✓ Additional props for the What If? game (optional). Props could include a man's felt hat, sunglasses, trench coat, white jacket, stethoscope.
- ✓ Writing paper, one piece for each student.

COPY:

- ✓ **HIV Prevention Education** letter, one for each student.

PREPARE:

- ✓ Before you teach this class, send home the **HIV Prevention Education** letter. Be sure to follow state and local guidelines regarding parental notification and consent in regard to this lesson.

REVIEW:

- ✓ **Facts about HIV and AIDS** ***Teacher Background Information***.
- ✓ **STD Infection** ***Directions*** (optional).

## Procedure

■ Tell students that today they will be learning about HIV and AIDS. Ask students if they know the difference between the two terms. What do the letters stand for? Explain that HIV stands for *human immunodeficiency virus,* the virus that causes AIDS. AIDS stands for *Acquired Immune Deficiency Syndrome,* a disease of the body's immune system.

Acknowledge that students probably have learned a lot about HIV/AIDS from the news, in school and elsewhere. Tell students you are going to play a What If? game to check on what they already know.

*Note:* You may want to emphasize that the game is strictly make-believe and that you will be acting. However, the effect will be more powerful if you do not say anything and use the element of surprise. Be sure to choose students who are not timid to interact with during the game.

Begin the first situation by holding up an empty syringe (optional) or a picture of a syringe. Ask students, "What if I were a drug user? What if I used this needle to shoot drugs and I offered to share my needle?"

Walk up to a student and hand her or him the picture or the syringe, asking, "Hey, want to get high with me?" Let the student take the syringe or picture, or set it on the student's desk.

Ask students if this student would get HIV if he or she held the syringe (no). Why or why not? Explain that when syringes are used for injections, some blood stays on or in the needle or the syringe. If the syringe was used by someone who had HIV, the blood left in the syringe would have the virus in it.

However, the student who took the syringe would be exposed to the virus only if the needle stuck the student, so that the blood left in the syringe mixed with the student's blood. Stress that students should avoid handling used syringes.

Put on the bug mask (optional) or hold up the picture of a mosquito. Tell students you are a mosquito, and buzz around the room. Ask students, "What if I were a mosquito? What if I had bitten someone who had HIV and then I bit you?" Walk up to a student and gently pinch her or him.

Ask students if this person would get HIV (no). Why or why not? Tell students that there are no known cases of HIV being transmitted by insect bites.

Put on the sunglasses, hat and trench coat (optional). Show students the magazine pictures. Ask them, "What if I were an HIV detective and someone had given me these mug shots?" Walk slowly around the room, urging students to look closely at the pictures.

Ask students how they could tell which people were infected with HIV. Emphasize that we can't tell by looking at people if they are infected. All kinds of people can be infected with HIV, and many people who are infected with HIV don't have symptoms for ten or more years. The only way to know if someone has HIV is for the person to be tested.

Put on the white jacket and stethoscope (optional). Show students the plastic bottle or syringe filled with colored water. Ask them, "What if you were in the hospital for a blood test? What if I were a doctor or nurse and I dropped a vial of HIV-infected blood on you?" Lightly drop the bottle or syringe on or near a student.

Ask students if this student could now be infected with HIV. Explain that the student would not be infected with HIV if the infected blood did not mix with his or her blood.

However, the student could be infected with the virus if she or he had a cut or open sore. Then the HIV-infected blood could mix with her or his blood. Assure students that nurses and doctors always use sterile needles, which do not transmit HIV or any other diseases.

■ Explain to students that HIV is transmitted only through blood or certain other body fluids. *Note:* HIV is transmitted only through blood, semen, vaginal fluids or breast milk. If state and local guidelines permit, give students the names of the body fluids through which HIV can be transmitted.

Add that HIV is not transmitted through tears or saliva. It is not transmitted through the air or by casual physical contact in the way that some other communicable diseases such as colds and flu are. Emphasize that HIV is not spread by coughing, holding hands, kissing, or sharing food, silverware or other everyday objects.

Tell students that HIV can be spread by engaging in risky behaviors such as sexual intercourse, sharing injection needles, and any activity in which blood from one person is mixed with another's blood. Such activities include blood-brother or blood-sister games and sharing needles for ear piercing or tattooing.

Tell students they should always get an adult to help if someone is bleeding. Explain that special precautions need to be taken when someone is bleeding to be sure the blood doesn't mix with anyone else's blood. One precaution is to wear rubber gloves to avoid contact with the blood.

Emphasize that abstinence (avoiding sexual intercourse) and avoiding any activities that share needles or blood can protect people from HIV infection. Tell students that avoiding sexual intercourse also protects them from other diseases that are sexually transmitted, including chlamydia, gonorrhea and herpes.

Tell students that people can be infected with HIV anytime, including the first time they engage in a risky behavior. Remind students that the virus is transmitted through blood and certain other body fluids, and transmission can occur any time these body fluids are exchanged.

Emphasize that anybody can be infected with HIV. HIV infection isn't related to who you are, but to what you do—your behaviors.

■ Remind students that people often don't show symptoms of AIDS for ten or more years after they are infected with HIV. Explain that HIV damages the body's immune system. The immune system is made up of white blood cells that protect the body from disease. Special white blood cells called helper T cells fight infection in the body.

HIV destroys the helper T cells. However, it may be a long time after someone has been infected with HIV before the virus has destroyed all the helper T cells. Many people with HIV look and feel healthy for years. Emphasize that people with HIV can infect others, even though they look healthy and show no symptoms.

Tell students that there is as yet no cure for HIV infection. The only way to keep HIV from spreading and to keep people from dying of HIV/AIDS is not to get infected in the first place.

■ Remind students that HIV infection can be prevented by avoiding risky behaviors. Emphasize that students can protect themselves by refusing to engage in risky behaviors. Review the behaviors that can put people at risk for HIV infection, including:

- sexual intercourse
- sharing needles to inject drugs
- any activity that shares blood, such as blood-brother or blood-sister games
- ear piercing or tattooing with shared needles
- picking up used syringes

■ Ask students what they think are the most important things people their age need to know about HIV. Write student responses on the board. Distribute writing paper, and tell students to copy this list for their health folders.

■ Ask students how they feel about HIV? Responses may include:

- sad that someone they know has died
- worried that they might get HIV and there is no cure
- angry at people who spread HIV

Ask students how they think people with HIV feel? What do people with HIV need?

Point out that people with HIV need caring friends. Add that there's no reason to be afraid to be friends with people with HIV. Emphasize again that the virus can't be transmitted through the air or by touch, so we can be friends with people who have the virus and touch and hug them.

- Tell students that HIV/AIDS is a worldwide public health problem. Emphasize that many people in the United States and around the world are working very hard on this problem.

Scientists are searching for a cure for HIV/AIDS and for ways to prevent HIV from spreading. Health educators are teaching people about ways to protect themselves from HIV infection. Remind students that they know how to protect themselves.

## Evaluation

Assess students' responses in class discussion for their ability to list important facts about HIV/AIDS and ways to protect themselves from HIV infection.

## Follow-Up/Extension

Play **STD Infection**. See **STD Infection** ***Directions***.

### *Vocabulary Challenge*

| | |
|---|---|
| *deficiency* | (lack of, not enough of) |
| *immune system* | (the body's system for fighting disease) |

### *Fabulous Fact*

Can counting sheep really help you fall asleep? (Sounds silly, but there may be some sense to it. Thinking of an animal or any pleasant object keeps the right side of your brain busy. Counting is a left brain activity and keeps that part of your mind occupied. So counting sheep keeps both sides of your brain busy so that you don't have time to worry about other things that may keep you from falling asleep. Try it and see.)

# Suggested Resources

*A Is for AIDS*. Perennial Education. Video.

*HIV and AIDS Education Planning Guide for PTA Leaders*. Chicago: The National PTA.

*HIV: Get the Answers*. Santa Cruz, CA: ETR Associates. This pamphlet answers common questions about HIV/AIDS with simple, up-to-date information.

*I Have AIDS: A Teen Story*. Media Tech East. Video tells the story of Ryan White.

*Into Adolescence: Choosing Abstinence*. D. Zevin. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight presents abstinence from sexual intercourse as the logical, positive choice.

*Into Adolescence: Learning About HIV*. Revised Edition. J. Post and C. McPherson. Santa Cruz, CA: ETR Associates. This curriculum provides effective strategies for teaching HIV/AIDS prevention to students in grades five through eight.

*STD Facts*. Santa Cruz, CA: ETR Associates. This pamphlet provides a convenient, comprehensive introduction to sexually transmitted disease.

*Talking with Your Child About AIDS*. Santa Cruz, CA: ETR Associates. Written to help and reassure parents, this pamphlet provides basic guidelines to follow when talking with children and offers specific advice and information about HIV/AIDS.

*Talking with Your Teenager About AIDS*. Santa Cruz, CA: ETR Associates. This reassuring pamphlet provides the assistance many parents need to initiate a discussion with teens about HIV/AIDS.

*Teens and AIDS: Why Risk It?* Santa Cruz, CA: ETR Associates. This motivational pamphlet emphasizes that HIV/AIDS can't be transmitted by casual contact, but warns of the serious risks of unprotected sex and injection drug use.

**TEACHER**

# Facts About HIV and AIDS

## *Teacher Background Information*

This information is written for you, the teacher. The nature and amount of the information you share with students will depend on your comfort level, students' maturity level and district guidelines.

### What Is AIDS? What Is HIV?

HIV is an acronym for *human immunodeficiency virus*, the virus that causes AIDS. AIDS stands for *Acquired Immune Deficiency Syndrome*. HIV is a communicable virus that attacks the body's immune system.

People may be infected with HIV for ten or more years before they develop physical symptoms of illness. They may have no symptoms, mild physical symptoms or severe physical symptoms. However, even people with no symptoms can spread the virus to others. Despite much research, there is no known cure for HIV infection.

AIDS is diagnosed when people with HIV infection develop signs or symptoms of severe damage to the immune system. These symptoms may include illnesses that healthy people usually do not get, such as rare kinds of cancer, recurrent pneumonia and tuberculosis.

HIV attacks a type of white blood cell, called a helper T cell, that is the control center for the body's natural defense system, the immune system. The virus takes over the genetic code for the helper T cells.

These helper T cells then begin to produce more HIV cells instead of helper T cells. The new viral cells invade other helper T cells until the body's immune system becomes very weak.

The origin of HIV/AIDS is so far unknown. AIDS is a relatively new disease. The first case was diagnosed in the United States in 1981.

## How Do People Get HIV?

Although HIV is infectious, it is not transmitted in the same way as are common communicable diseases such as colds. HIV is not spread through the air or by touch, by coughing, holding hands or kissing. It is not spread by sharing toilet articles, food, silverware or other everyday objects.

There are no cases of HIV being spread through deep or French kissing. However, such transmission is theoretically possible. HIV could possibly be transmitted through an exchange of blood if both people had open sores or other injuries in the mouth.

Anyone can get HIV or AIDS—people of all ages and economic levels, in all ethnic groups and geographical areas. HIV is spread by risky behaviors.

HIV is a fragile virus and dies quickly when exposed to heat, light or air. It lives in certain body fluids, especially blood, semen and vaginal fluids. The virus is transmitted only through the exchange of these body fluids. Such an exchange can occur in the following situations.

- unprotected sexual intercourse
- sharing needles or other equipment for injection drug use or other purposes
- from an infected woman to her fetus in the womb or to a newborn child during childbirth or to an infant in breast milk
- through an exchange of blood or other internal body fluids or tissues, as in blood transfusions and organ transplants

HIV is not transmitted in saliva, sweat, tears or urine. Nobody can get HIV by donating blood, because sterile needles are always used in the donation process.

In the United States, blood donated for transfusion is tested for HIV, and the risk today of contacting HIV through receiving a blood transfusion is very small. Screening procedures are now in place to prevent the transmission of HIV through organ transplants.

### How to Avoid HIV Infection

The only way to avoid HIV infection is to avoid risky behaviors. The virus does not care who you are, but what you do. Behaviors to avoid include:

- sharing needles for drugs, tattooing, ear piercing or any other activities
- any activity in which blood is exchanged, including blood-brother or blood-sister rituals
- sexual intercourse, including oral, anal and vaginal sex

Abstinence from sexual intercourse is the only sure way to prevent sexual transmission of HIV and other STD. HIV infection can be avoided by having one sexual partner for life who is not infected. Using latex condoms with spermicide can help prevent HIV transmission if people have more than one sexual partner.

### Can AIDS Be Cured or Treated?

There is no cure for HIV or AIDS. There is not likely to be a cure in the near future, although researchers are working hard to find one. Researchers are also searching for a vaccine to prevent HIV transmission, but none has yet been found.

Several drugs and treatments are available to help slow the weakening of the immune system by HIV. These treatments help people infected with HIV stay healthier and live longer.

### Other Sexually Transmitted Disease

HIV/AIDS is a sexually transmitted disease (STD). The most common STD in the United States is chlamydia. Other common STDs include genital warts, syphilis, gonorrhea and herpes. Twenty-five percent of STD occurs in young people ages ten to nineteen.

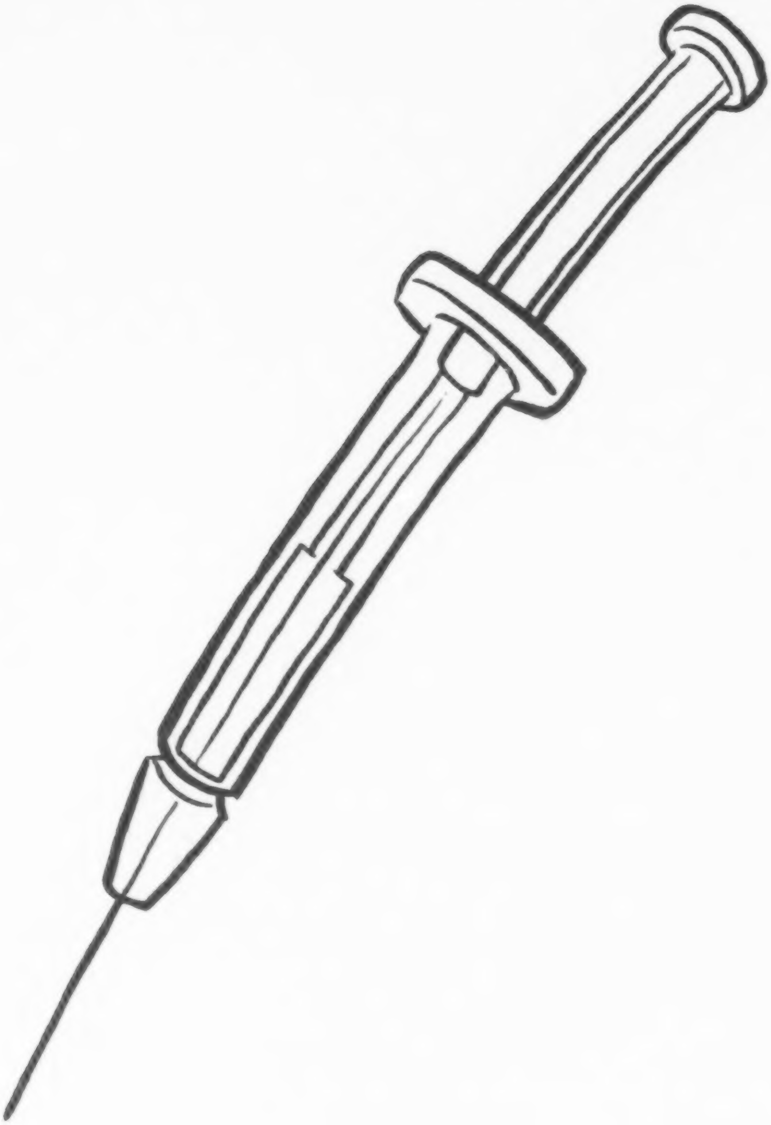
STDs are not spread by casual contact (toilet seats, door knobs, breathing on someone). They are spread by direct contact with the virus or bacteria (sores in the mouth, genital or anal area). They can be prevented by abstinence.

Many people who have STD do not know it; they can't see or feel symptoms. Most STD can be cured, but the possible consequences of these diseases are serious if not treated. Consequences can include sterility, blindness and infections of the joints and skin.

**TEACHER**

# What If? Picture

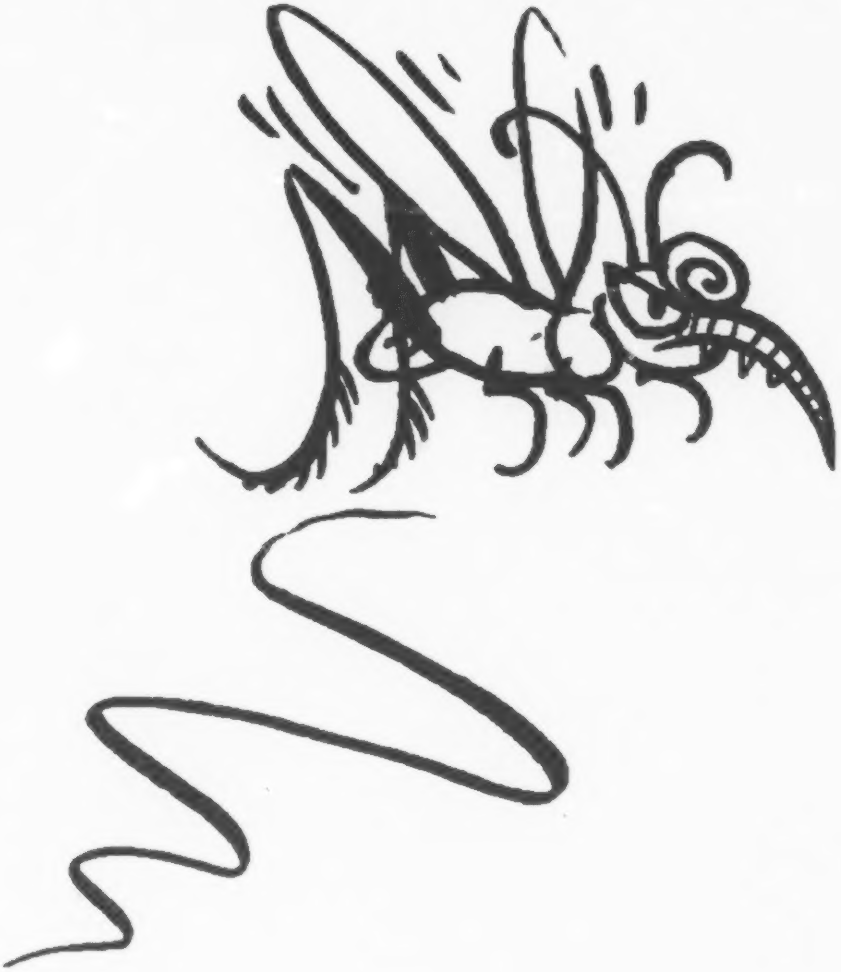
*Syringe*



**TEACHER**

# What If? Picture

*Mosquito*



**LETTER**

# HIV Prevention Education

Dear Family:

As part of our comprehensive health curriculum, *Actions for Health,* our class will soon be studying a lesson on HIV/AIDS. The lesson is designed to help students understand that *anyone* can catch HIV/AIDS and that people can make choices that will protect them from the virus.

The emphasis of the lesson is on behaviors that prevent the transmission of HIV, the virus that causes AIDS. In order to know how to avoid infection, students must be advised of ways that the virus is transmitted, which include the following:

- sexual intercourse
- sharing needles used to inject drugs
- sharing needles for ear piercing or tattooing
- blood-brother or blood-sister games

You are welcome to preview this lesson and the materials that will be used. You are also encouraged to discuss this difficult but important subject with your child. For your information, a fact sheet on HIV/AIDS is included with this letter. If you have any questions or concerns, please call.

Sincerely,

______________________________

## HIV/AIDS Facts

- HIV stands for *human immunodeficiency virus,* the virus that causes AIDS.
- AIDS stands for *Acquired Immune Deficiency Syndrome,* a communicable disease that damages the body's immune system.
- HIV attacks the body's natural defense against disease, the immune system. When the immune system is weakened by the virus, the body is vulnerable to diseases that healthy people normally do not get, such as rare kinds of cancer, tuberculosis and recurrent pneumonia.
- HIV is not spread through the air or by touch.
- HIV is not spread by sharing toilet articles, food or silverware.
- HIV lives in certain body fluids—blood, semen, vaginal fluids and breast milk. It does not live in sweat, saliva or tears.
- The virus is transmitted only through the exchange of the body fluids in which it lives.
- There is as yet no cure for HIV or AIDS.
- Abstinence from sexual intercourse is the only sure way to prevent sexual transmission of HIV.
- Other behaviors to avoid include sharing needles to inject any drugs (even legal drugs), sharing needles for ear piercing or tattooing, and any other activities in which blood might be exchanged.
- Nobody can get HIV by donating blood.

**TEACHER**

# STD Infection

## *Directions*

*Note:* You may want to play this game with your students if your community has a high incidence of HIV infection, injection drug use and early sexual activity.

### Preparation

Before class, carefully select one student to be "It" for a short game. Tell the student not to let any other students know that he or she is "It." Don't tell the student that being "It" in this game stands for being infected with HIV. Tell the student to raise his or her hand when you ask near the end of the game.

Mark lined pieces of paper with the numbers one through five. Make one piece for each student.

### Playing the Game

Distribute the marked papers. Tell students that when you clap your hands, you want them to say hello to one classmate and write that person's name on the first line on the paper. Then you will clap your hands again, and students are to say hello to another classmate and write that person's name on the next line.

Tell students you will repeat the process until they have written the names of five classmates on their papers. Begin the game. Repeat the procedure until students have said hello to and written down the names of five classmates.

Now explain that one student was chosen to be "It" before the game started. Ask this student to raise a hand. Emphasize that this game was make-believe, but tell students that this student stands for someone infected with HIV who has engaged in a risky behavior.

Explain that during the game, saying hello to another student represented a risky behavior. Be sure students understand that saying hello is not really a risky behavior, it just stands for one during the game.

Ask the student who has the name of the student who was "It" next to the first number on his or her paper to raise a hand. Tell the class that these two people have engaged in a risky behavior and the second person has become infected with HIV.

Have the student who was "It" write an *I* at the top of her or his paper. Tell the student who first said hello to the student who was "It" to write an *I* by the first line on his or her paper.

Ask students to raise their hands if they have the name of one of these two people on the second line of their paper. Explain that these students are now infected also. Tell these students to write an *I* next to the second line.

Then ask students to raise their hands if they have the names of any of the students who have now been infected on line 3. Tell these students they are now infected, too. Repeat the procedure two more times.

Ask how many students now have an *I* on their papers? (Everyone should be "infected" by the end of the game.) Emphasize how fast HIV can spread if people engage in risky behavior.

# UNIT IV

# Goals for Relationships

# LESSON

# 12

# Sending and Receiving Messages

## Objectives

Students will be able to demonstrate effective listening skills.

Students will be able to send positive messages to themselves and others.

## Time

One class period.

## Overview

**Unit IV: Goals for Relationships** begins with a lesson that provides a review of communication skills, with an emphasis on listening skills and giving positive messages. The lesson starts with a listening game. Students then brainstorm ways to let others know you are listening.

Students also discuss plans for a cross-age teaching project. They will use animal characters to help primary children—their "little buddies"—feel good about themselves and communicate better. To end the lesson, students write a positive message to themselves in their journals.

*Note:* If your school doesn't include primary grades, try to find some other opportunity for students to be involved with younger children, perhaps at home or in their neighborhoods, or set up a pen-pal project and let students communicate with their little buddies in writing.

## Integration

Language arts, social studies.

## Teacher Materials and Preparation

COPY:

✓ **Working with Little Buddies** worksheet, one for each student.
✓ **Soft Snuggly** worksheet, one for each student.
✓ **Tuff Tusky** worksheet, one for each student.

MAKE:

✓ Transparency or poster of **Communication Process**.

PREPARE:

✓ Talk with a primary teacher about a cross-age teaching project. Explain the communication concepts you are teaching. Add that you would like students to practice these skills by pairing up with younger children. Ask the teacher to help you set up a "little buddy" system with his or her class.

You may want to share with this teacher the **Soft Snuggly** and **Tuff Tusky** images for positive and negative messages. Tell the teacher your students will use these images with the younger children. You may also want to discuss the communication concepts the teacher might use with her or his class during the time that the students are meeting. (*Actions for Health* uses the Soft Snuggly and Tuff Tusky images in Grade 2 lessons about communication.)

Agree on at least two 15- to 20-minute time periods when the older students can get together with their "little buddies" (before or during class, during recess or lunch). Identify possible times when students could continue their buddy relationships after these sessions.

**REVIEW:**

✓ **Communication Buddies *Teacher Background Information.***

## Procedure

■ Begin the lesson with a listening game. Tell students they will play the game in groups. Explain that you will designate who goes first and give the groups a topic. Then the first student in each group will make a one-sentence statement about this topic—for example, My favorite color is blue.

The next student on the right will repeat that statement, then make his or her own statement on the topic. For example: Jim said his favorite color is blue. My favorite color is black. The next student will repeat both statements and add another. Students will continue around the group until everyone in the group has had a turn.

Add that you will then give groups a new topic. Groups will repeat the process with the new topics until everyone in the circle has had a chance to be the first and last speaker.

Divide the class into groups of about five students. Begin with an easy topic as soon as everyone is settled (e.g., favorite rock groups or TV shows). Designate the first person in each group. Tell that person to begin with a statement such as, My favorite rock group is....

Before announcing the second topic, check with students about how the game is going. If students ask what to do when someone has trouble remembering, suggest some techniques they could use. For example: They could ask not to be interrupted or could ask for help from the person who went first.

Give students a slightly more complicated statement for the second round. For example: I like (*name of month*) because....

Pick additional topics for the game that are high in student interest or that are current issues being debated in school or the media. Sample topics include:

- "I feel that puberty is _________ because _________."
- "I think that the president is _________ because _________."
- Describe your family in one sentence.
- Give a one-sentence opinion about one of the following:
  - using drugs
  - television
  - gun control
  - the space program

■ Discuss what students learned from the game. Ask students what was the hardest part of the game (being last, not interrupting when someone was stumbling). What was the easiest part? (The first round, because the statements were so simple.)

Ask students if it was harder to listen when they were anxious to say something or when they disagreed with something that was said. Point out that listening is the hardest part of communication for many people. People are often encouraged to speak up, stick up for themselves and debate. But they need just as much practice to learn to listen well.

■ Show students the **Communication Process** transparency or poster. Tell students that communication involves these four components: receiving messages, interpreting messages, giving messages and overcoming communication barriers. As you discuss the process, refer to the students' experiences in playing the listening game.

Point out that in the game, students practiced two parts of the process—giving and receiving messages. Have students brainstorm a list of tips for listening based on the listening game and their experiences. Write the tips on the board. Tips may include:

- Pay attention.
- Make eye contact.
- Don't interrupt.
- Repeat what was said.

Ask students if they had much time during the game to interpret or understand messages. Were they too busy trying to listen and remember what others said? Point out that when people think about what someone means or their own opinion about what someone is saying, they often miss part of what is being said.

Remind students about earlier discussions on the importance of giving positive messages to ourselves and to others (Lesson 8). Ask students for examples of positive messages they have been giving themselves recently. Tell students that experts estimate that it takes five positive messages to balance one negative message.

■ Discuss communication barriers. Ask students to brainstorm some barriers to communication. Responses may include:

- not listening
- not explaining
- tuning out
- cutting people off
- negative messages
- confusing messages

Ask students for examples of negative messages. Tell students that one of the biggest challenges of communication (along with listening) is expressing uncomfortable or strong feelings without hurting someone. This requires skill and patience. Add that you will be talking more about acceptable expression of feelings during other health lessons.

Ask students for an example of confusing messages. Explain that a confusing message can be a single message in which the words, actions and facial expressions do not match or several messages that contradict each other.

An example of a message in which things don't match is when people say they are listening but they are looking across the room. An example of messages that contradict each other is when one day a person seems friendly, but another day the same person doesn't talk to you.

■ Introduce the cross-age communication project. Tell students that they will practice listening and giving positive messages by working with some younger students.

Explain that the younger students will feel good when they get positive messages from the students they look up to in the school. Add that the project will also help the younger students get better at giving positive messages by observing the older students.

Describe the arrangements for the project. Be sure to tell students the place, timing and number of meetings they will have with the younger students. Explain that their task will be to listen and get to know their "little buddies" better and to answer questions about themselves.

■ Distribute the **Working with Little Buddies** worksheet, and review it with students. Pair up students and tell them to choose three ways they could help their little buddies feel important during their first meeting. Ask them to write their ideas on the back of the worksheet.

■ Tell students that during their second get-together with their little buddies, they can make or use elephant puppets. Distribute the **Soft Snuggly** and **Tuff Tusky** worksheets. Tell students they can use these images to help their little buddies understand positive and negative messages. Explain that the **Soft Snuggly** represents a positive message and the **Tuff Tusky** represents a negative message.

Ask students to focus on positive messages, using the **Soft Snuggly** image. Tell them they can make elephant puppets, draw pictures or write a story using the **Soft Snuggly** to share with their little buddies.

■ Ask students to write a positive statement to themselves in their journal. Suggest that they could use a phrase such as, I am special because…, I am really good at… or I have the courage to work on….

Distribute file cards and tell students to copy the statement they wrote on the cards. Tell them to sign their names and put the card somewhere where they will see it at least once a day. Tell them the place can be public or private, for example, a drawer, a cassette tape case, a bookbag, the refrigerator door.

## Evaluation

Assess students' responses during class discussion for their ability to demonstrate effective listening skills.

Review students' work on the **Working with Little Buddies** worksheet for their ability to list ways to send positive messages to others.

Check student's journal writing to assess their ability to give themselves positive messages.

## Follow-Up/Extension

### *Vocabulary Challenge*

Have students define words that describe feelings, such as *cantankerous, jubilant, obstreperous, fabulous.*

### *Fabulous Fact*

Does it take more muscles to frown or to smile? (It takes 43 muscles to frown and 17 to smile.)

## Suggested Resources

*Into Adolescence: Communicating Emotions*. K. Middleton. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight stresses the importance of communication and helps students overcome communication barriers.

*Inside Out*. Agency for Instructional Television. This series has many excellent shows on relationships and other emotional and social issues for this age group. The following programs are particularly relevant to this lesson and unit: "Just Joking," "Jeff's Company," "Living with Love," "Someone Special," "When Is Help?" "Bully," "Just One Place" and "Getting Even."

# Communication Buddies

## *Teacher Background Information*

One of the most important things teachers can do to help students learn to communicate is to create a classroom atmosphere that is conducive to sharing. Class groundrules are one important way to promote trust and comfort during classroom discussions.

You also teach students about effective communication by modeling. Check yourself on the following ways to model communication:

- Look students in the eye when listening or speaking to them. *Note:* Be aware of your students' ethnic and cultural backgrounds. Some cultures do not encourage direct eye contact.
- Repeat or paraphrase what students say to make sure you understand them.
- When asking questions, wait at least five seconds for students to answer.
- Don't interrupt.
- Say please, thank you and excuse me when talking to students.
- Avoid saying one thing with words and another with expression or body language.
- Share personal information about yourself as appropriate.
- Use I-messages to describe your feelings about students' behavior, e.g., "I feel really angry when…" rather than "You were so rude and inconsiderate!"

There are four parts of the communication process:

- listening and observing (receiving messages)
- interpreting and processing (interpreting messages)
- transmission and expression (giving messages)
- resolving negative or confusing messages (overcoming communication barriers)

**TEACHER**

Feelings are a part of being human. Everyone has pleasant and unpleasant feelings. Feelings should be expressed in ways that are constructive and do not harm you or other people.

People communicate in many different ways. They may use words, actions or expressions. Messages are easier to understand when words, actions and faces are sending similar messages.

People need positive messages to feel good about themselves. People can give messages to themselves as well as to others. We can learn to take care of ourselves by giving ourselves positive messages.

## Communication Process

- Receiving messages
- Interpreting messages
- Giving messages
- Overcoming communication barriers

Name ______________________________________________

# Working with Little Buddies

Here are some ways you can get to know your little buddies and help them feel important.

- Ask to see their school work—papers, drawings, health worksheets.
- Ask about their families—where they live, who they live with.
- Ask what they like to do in their free time. What are their favorite sports, TV programs, books, games, music?
- Ask about happy times. What were they doing? Who were they with?
- Stand in line with them.
- Bring something that is important to you to show them.
- Do something with them—draw a picture, play ball, climb on the jungle gym.

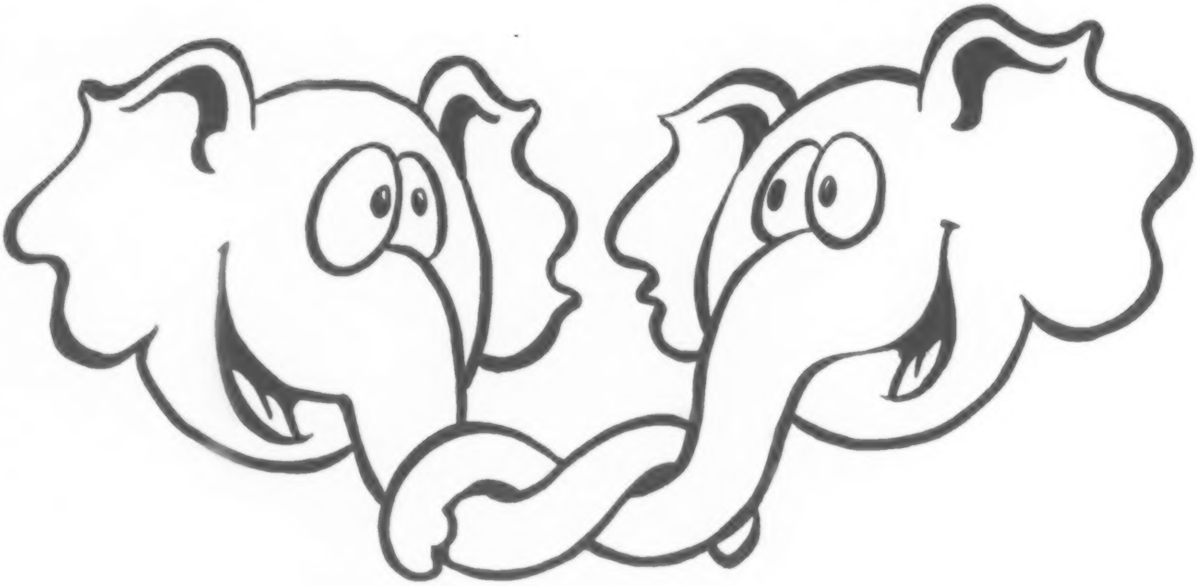
Here are some ways to show you are listening and you care.

- In words.
  - ✓ Ask questions.
  - ✓ Repeat what they say.
  - ✓ Use encouraging words, such as "uh huh," "I see," "really."
- With body language.
  - ✓ Look them in the eye when they are talking.
  - ✓ Lean forward.
  - ✓ Sit still.
- With expressions.
  - ✓ Use your expression to reflect what they are saying.

Name ______________________________________

# Soft Snuggly

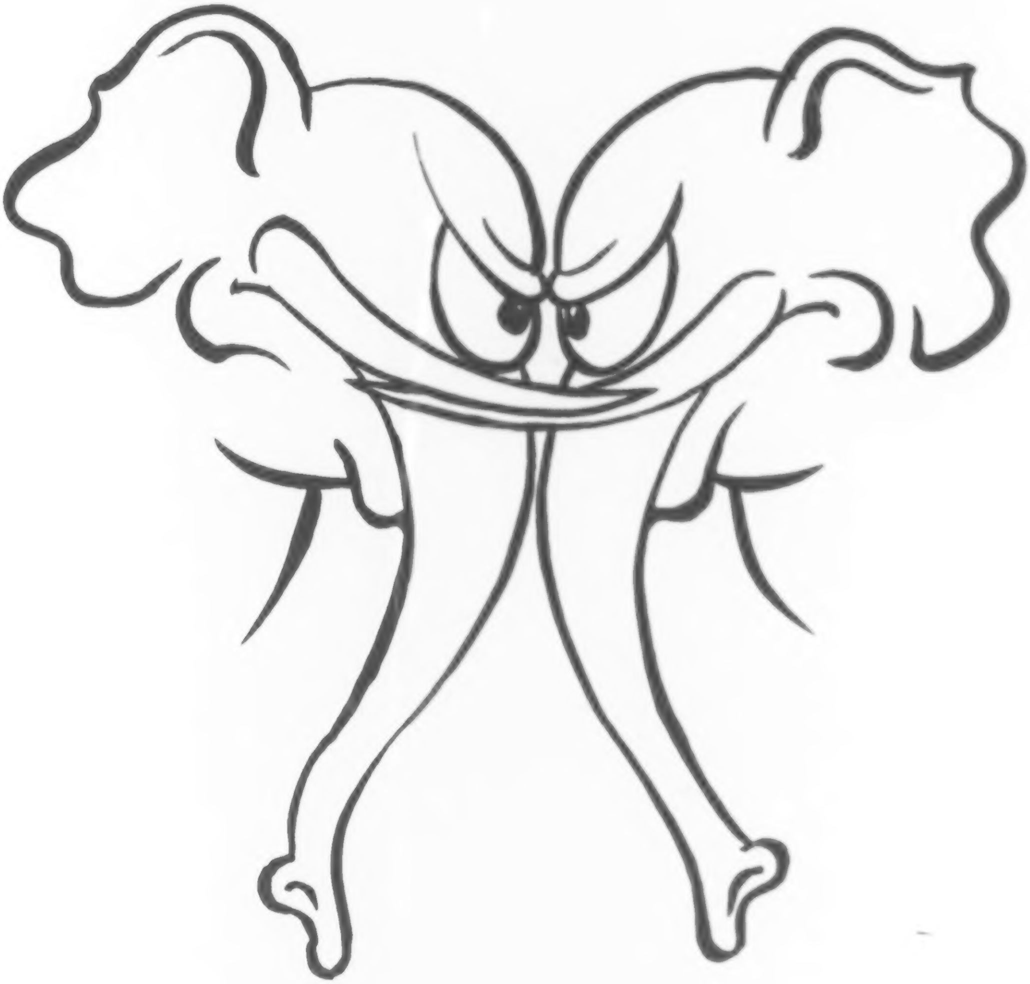
*Directions:* Use the picture to create a Soft Snuggly puppet or drawing to share with your little buddy.



Name ____________________

# Tuff Tusky

*Directions:* Use the picture to create a Tuff Tusky puppet or drawing to share with your little buddy.



## LESSON 13

# Friendship: Giving and Taking

## Objective

Students will be able to explain ways to make or keep friends.

Students will be able to demonstrate I-messages.

## Time

One or two class periods.

## Overview

This lesson focuses on the characteristics of friendships and emphasizes the importance of clear communication in making and keeping friends. The class begins with a discussion of friendship. Students then learn about I-messages, a useful communication tool.

## Integration

Language arts, social studies.

## Teacher Materials and Preparation

COPY:
✓ **Straight Talk** worksheet, one for each student.

MAKE:
✓ Transparency or poster of **I-Messages**.

## Procedure

■ Check in with students about the "little buddies" project. How did their first meeting go? What worked well? What didn't work so well? What could be done next time to improve on the meeting? How did they feel when they were with their little buddies? How do they feel about the project?

Remind students of the date for the second meeting. Review plans for the second meeting.

■ Tell students that today you are going to talk more about communication and friends, focusing on friends their own age. Ask students to think of some similarities and differences among friendships with people of different ages during this lesson.

Ask students what makes friends so important. Let students brainstorm some reasons friends are important. Write their responses on the board. Possible responses include:

- listen to you
- like to do things with you
- are interested in some of the same things as you

- stick by you when you are down
- stick up for you
- can work out disagreements
- let you know if you are doing something wrong or unsafe
- are straight with you
- let you do things to help them
- share with you
- recognize you, help you feel important
- talk about feelings
- are people you can trust
- give Soft Snugglies

Have students brainstorm ideas about ways to make friends. Possible responses include:

- hang out together
- talk in class or on the telephone
- do homework together
- write a nice note
- offer to help someone
- be fun to be around—smile, be cheerful or funny
- listen
- invite someone to do something with you

Ask students if friends always stay friends. Help students acknowledge that sometimes people fight and stop being friends and other times they drift apart and are not close anymore. Ask students if a fight always means the end of a friendship. Suggest that most friends have disagreements, but it doesn't have to mean the end of the friendship.

Discuss the negative and positive effects of fights on friendships. Point out that fights can end friendships when people do not apologize for hurting their friends or if people feel their friends want them to be something they are not. Add that fights can actually strengthen friendships if people care enough to make up, especially if they can figure out how to avoid the same problem again.

Remind students of discussions in earlier lessons on the importance of knowing and liking yourself and setting goals. Emphasize that people

who know and like themselves and have some sense of control over their lives are most likely to make and keep friends.

■ Tell students that I-messages are an important tool in being honest about oneself and in being a good friend. Refer to student comments about important aspects of friendship.

Tell students I-messages can also be called "straight talk." Ask if anyone can give you an example of an I-message, or straight talk. Explain that an I-message is a statement about personal feelings and needs. When people use I-messages, they are talking honestly or "straight."

Tell students that using I-messages, or straight talk, means taking responsibility for ourselves. Sometimes people blame others for how they feel or expect others to know how they feel or what they want without saying anything. I-messages help us talk about our feelings and say what we want.

Show students the **I-Messages** transparency or poster. Review the parts of an I-message. Point out the examples. Ask for volunteers to give you some more examples of I-messages.

■ Distribute the **Straight Talk** worksheet. Have students work in pairs to write I-messages to each other. Tell them to check each other's messages to make sure they follow the guidelines on the **I-Messages** transparency or poster. Ask for volunteers to share their I-messages with the class.

■ Ask students to write in their journals. Remind them that you will read the journal entries. Tell them not to use names if they don't want you to see the names. Ask students to write about one of the following topics:

- why a close friend is important to you
- why you are important to your close friend
- how a close friend differs from a casual friend

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Ask students to finish the journal entry by writing an I-message to a close friend. Suggest that they think of a time when they could share this message with the friend. *Note:* This assignment can be given as homework.

## Evaluation

Assess students' participation in class discussion and their journal entries for their ability to explain ways to make and keep friends.

Evaluate students' responses on the **Straight Talk** worksheet for their ability to use I-messages.

## Follow-Up/Extension

Let students make drawings to represent friendship.

### *Vocabulary Challenge*

*assertive* (expressing feelings and needs without threatening or harming others)

### *Fabulous Fact*

Why do you shiver when you are cold? (Shivering is your body's way to help you get warm. Shivering is a quick movement of your skeletal muscles. When your muscles shiver, the muscle cells burn more food [energy] than usual and produce more heat, which helps you warm up.)

## Suggested Resources

*Into Adolescence: Making and Keeping Friends.* E. Fox, Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight offers six interactive lessons on friendship.

**TEACHER**

# I-Messages

## Describe your feelings.

I feel ______________________

## Name the situation.

when you __________________ ,

## Explain your reason.

because ___________________ .

## Tell what you want changed.

I want ________________________________________________________ .

## Examples

I feel **happy** when you **go to the park with me,** because **we have so much fun.** I want **to go to the park with you this weekend.**

I feel **angry** when you **take my book,** because **I can't finish reading it.** I want **you to give it back.**

Name ______________________________

# Straight Talk

*Directions:* Fill in the blanks to write your own I-message.

**I feel** ______________________________

**when you** ______________________________

______________________________,

**because** ______________________________

______________________________.

**I want** ______________________________

______________________________.

LESSON

# 14 "I Don't Want To"

## Objective

Students will be able to demonstrate a variety of ways to say no.

## Time

One or two class periods.

## Overview

This lesson helps students say no in situations where they feel pressured to do something they don't want to do. Students learn how I-messages can be used to say no. They then roleplay saying no in a variety of situations, using a four-step process.

## Integration

Language arts, social studies.

## Teacher Materials and Preparation

HAVE:

✓ **I-Messages** transparency or poster, from Lesson 13.

COPY:

✓ **More Ways to Say No** worksheet, one for each student.
✓ **No Means No!** worksheet, one for each student.
✓ **Personal Assertiveness Inventory**, one for each student (optional).

MAKE:

✓ Transparency or poster of **Steps to Saying No.**
✓ Transparency or poster of **Delaying Tactics.**

REVIEW:

✓ **Say No Scenario.**

## Procedure

■ Begin by telling students that we all sometimes find ourselves in situations where we feel pressured to do something we don't want to do. Explain that in these situations, we need to stick up for ourselves. One way to do this is by using I-messages, which they learned about in Lesson 13.

Add that sometimes it is necessary to say no, even to friends or to people who we think are friends. Remind students that one of the characteristics of a friend is someone with whom we can work out an agreement.

Ask students to list some situations when they might want to say no.

Why would they want to say no in these situations? Possible responses include:

- You might think something is wrong or unsafe.
- The situation might make you feel uncomfortable, even without a reason.
- You might not be in the mood or have the energy.
- You might be worried someone would find out.

Tell students that today they will be practicing how to say no in a variety of situations. Emphasize that it is very important to know how to say no. People have the right to say no.

■ Remind students of what they learned about I-messages, or "straight talk," and being assertive. Tell them that saying no can be considered a special form of being assertive, because it involves using straight talk under pressure.

Give students two or three sets of sentences, and ask them to describe the similarities and differences in the sentences. Use sentences such as the following:

1. That was a lousy idea! How could you be so insensitive?
2. I felt embarrassed when you made that joke about me in front of the class. I would like to trust a friend not to put me down.
3. I think you are a real jerk. Just wait until I get back at you for what you did today.

Ask students which sentence they would prefer to have someone use with them (probably 2). Why? (It is an I-message.) Ask students why an I-message is better (because you can stick up for yourself without hurting someone else as much).

Ask students how they recognized the I-message. Can they list the components of an I-message they learned about in Lesson 13? Review the parts of an I-message using the **I-Messages** transparency or poster from Lesson 13.

■ Give students a sample situation to use when discussing how to say no. Ask them to pretend that a friend of an older brother pulls over in her new car and asks if you would like a ride. Ask students what is the first thing to do (decide whether or not this is a good idea).

Ask students how they can decide if the ride is a good idea? Suggest that they might want to ask questions, such as the following:

- Where is she going?
- How long has she been driving?
- Where is my brother?
- What are my family rules about riding with people outside the family?

Then ask students how they would say no if they decide the ride is not OK or if they are not sure. Can they list some steps in saying no?

■ Show students the **Steps to Saying No** transparency or poster and review the steps.

Ask for a student volunteer to roleplay the **Say No Scenario, Part 1** with you. After the roleplay, discuss the scenario, referring to the **Steps to Saying No** transparency or poster. Ask the class which steps were used by the student? Did his or her tone of voice and body language express no clearly? (No.)

Ask students how the student could have said no more clearly. Ask for other suggestions for improvement.

Ask for another student volunteer to roleplay a different version of the same scenario, from the **Say No Scenario, Part 2**. Discuss the differences. Was the person saying no more persuasive this time? (Yes.) Why? (Used I-messages, said no more than once.)

■ Tell students that the student in the **Say No Scenario, Part 2** used some special techniques to say no. These techniques are called the "broken record" and delaying tactics.

Tell students that the broken record technique involves saying no as many times as you need to until the other person gets the message. Discuss how many times the student in the second scenario said no (at least three).

Explain that delaying tactics help give you time to decide what to do or how to say no. Point out the delaying tactics used in the second scenario (Maybe later; Maybe I'll come with my brother sometime).

Show students the **Delaying Tactics** transparency or poster and discuss the suggestions. Ask students for examples of ways to use the delaying tactics and the broken record technique.

■ Distribute the **More Ways to Say No** worksheet. Tell students to use the delaying tactics and the broken record technique to complete the stories on the worksheet. *Note:* Depending on time available and the level of your class, you may choose to have students work in pairs or small groups to complete this worksheet. You could also assign the worksheet as homework.

■ Divide the class into groups of four. Distribute the **No Means No** worksheet. Tell students they will use the saying no steps to roleplay ways to say no in a variety of situations. They can use the broken record technique and delaying tactics to help them say no.

Explain that group members should take turns playing the following roles:

- the person putting on pressure
- the person saying no
- the observer
- the timekeeper

Tell students that two members of each group will perform the roleplay. These two members will act as the person putting on the pressure and the person resisting the pressure.

A third group member will observe the roleplay. This student will use the checklist on the worksheet to record how well the person resisting pressure is doing. The fourth group member is the timekeeper. This student is to allow three minutes for the roleplay and one minute for observer feedback.

After they've completed the first roleplay, group members will switch roles. The person saying no will become the observer, the person putting on pressure will become the person saying no, etc. Tell students to switch roles after each roleplay, so all group members have a chance to play each role.

Remind students that they are playing the role of another person, not themselves. What they say in the roleplay may not be what they would say in real life. You may want to review class groundrules (see How to Use This Curriculum) before students begin this activity. *Note:* If students are uncomfortable playing a role, you may want to give them the option to pass.

Tell students you will circulate through the class to help groups with the roleplays. Show students a hand gesture that means freeze. Tell them to use this gesture to stop the roleplay to ask a question. Explain that you will use the gesture to stop the roleplay to make a comment.

Tell students to decide who will play each role first and then begin the first roleplay.

■ When groups have finished the roleplays, discuss them as a class. Ask students how they liked roleplaying. What did they learn? Was it difficult to decide what to do during the scenarios? Which ones were easy? Which were harder? Why?

Acknowledge that saying no can be really hard because everyone likes to be liked. Tell students that sticking up for oneself sometimes means being different or risking unpopularity. Compliment students on their efforts, and encourage them to use their skills.

## Evaluation

Assess student responses on the **More Ways to Say No** worksheet for their ability to use different techniques to say no.

Assess students' participation in the **No Means No** roleplays and their responses on the **No Means No** worksheet checklist for their ability to say no.

## Follow-Up/Extension

Encourage students to develop roleplays about saying no to use with younger students—perhaps their "little buddies." Make arrangements with teachers of younger classes for your students to demonstrate their roleplays.

Distribute the **Personal Assertiveness Inventory** for students to complete. Allow time for a class discussion of students' responses.

### Vocabulary Challenge

*pressure* (a forceful influence)

### Fabulous Fact

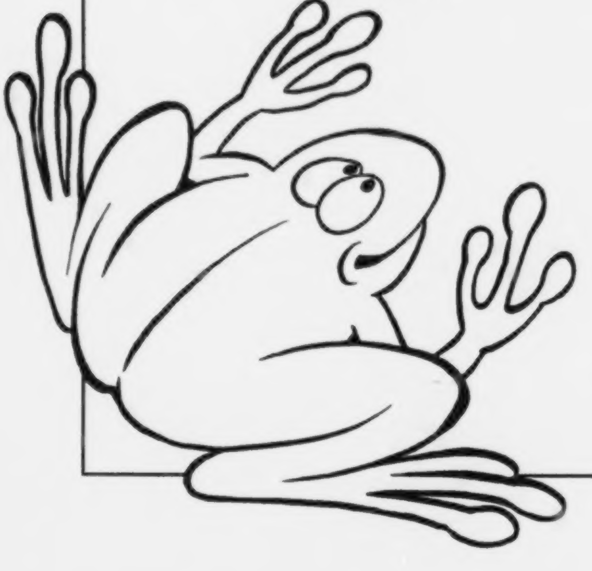
One person eats approximately 50 tons of food and drinks 10,000 gallons of water in a lifetime.

## Suggested Resources

*Into Adolescence: Choosing Abstinence.* D. Zevin. Santa Cruz, CA: ETR Associates. Lessons 4 and 5 of this curriculum for students in grades five through eight focus on the process of saying no.

# Steps to Saying No

1. Say no clearly.
2. Give a reason. Use an I-message.
3. Say no firmly. Use tone of voice, body language and facial expressions.
4. Suggest something else to do.



**TEACHER**

# Say No Scenario

*Directions:* Choose a student volunteer to read the part of the student while you read the part of the teen.

## Part 1

*An eleven-year-old student is walking down the street after school. A friend of the student's older brother pulls over in her new car and asks if the student would like a ride.*

Teen: Hi there, Chris.

Student: Oh, hi!

Teen: How do you like my car?

Student: Wow, it's really awesome!

Teen: Want a ride?

Student *(hesitates):* Well…

Teen *(leans over to open door):* Hop in.

Student: Where would we go?

Teen: I don't know. I'll show you what it can do.

Student *(backs up):* Have you seen my brother?

Teen: Not today. Are you coming or not?

Student: Maybe some other time. I would like to see how you fixed it up though.

Teen: OK. Hop in and I'll show you.

*Student gets in car.*

*Say No Scenario (continued)*

## Part 2

Teen: Hi there, Chris.

Student: Oh, hi!

Teen: How do you like my car?

Student: Wow, it's really awesome!

Teen: Want a ride?

Student *(hesitates):* No, thanks.

Teen *(leans over to open door):* Oh, come on. Hop in.

Student: I don't think so.

Teen: Come for a ride. I'll show you what it can do.

Student *(backs up):* I don't want a ride today. Maybe later.

Teen: Aw, come on. Why not?

Student: I'm not allowed to ride with anyone outside the family.

Teen: No kidding? Your parents are strict.

Student: Maybe I'll come with my brother sometime.

Teen: You sure you don't want to come now?

Student: Yeah.

*Teen closes door and speeds off.*

**TEACHER**

# Delaying Tactics

## Say Something Else

"Maybe later."
"Not right now."
"Sorry, I have to get home."
"Look at that kid over there."
"I don't like that kind."
"I have to think about it."
"I don't feel well."
"I've got to get something."
"I have a lot of homework."
"Not now. I'm busy."

## Do Something Else

Pretend you don't hear the question.
Drop something and spend a lot of time finding it and picking it up.
Take whatever is offered and pass it on to someone else.
Go to the restroom.
Pretend you're looking for something (in your pocket or backpack).

Name ______________________________

# More Ways to Say No

*Directions:* Think of ways to delay or to use the broken record technique to say no in the following stories. Fill in the blanks with your suggestions.

1. How can Robin use the broken record technique to say no in this story?

*Robin and Terry have been practicing basketball in the driveway of Terry's house. It's a hot day, and they're getting thirsty.*

Robin: I'm getting really thirsty. Do you have something cold to drink?

Terry: How about a cold wine cooler?

Robin: No, thanks. Wine coolers have alcohol in them.

Terry: They taste really good on a hot day.

Robin: ______________________________

______________________________

Terry: Oh, come on, don't be a baby.

Robin: ______________________________

Terry: One wine cooler won't hurt you.

Robin: ______________________________

Terry: What's the matter? Are you chicken?

Robin: ______________________________

______________________________

Name ______________________________

*More Ways to Say No (continued)*

2. How can Lesley use delaying tactics in this story?

*Pat and Lesley are spending the afternoon together at Pat's house.*

Pat: Know what? I know where my uncle keeps his cigarettes. Let's try one.

What could Lesley say? ______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

What could Lesley do? ______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

Name ______________________________

# No Means No

*Directions:* With your group, take turns roleplaying the following situations. Use the saying-no steps to help you. When it's your turn to act as observer, use the Saying No Checklist to record how well the student in the roleplay resists pressure.

## Situation 1

Your friend has offered to treat you to a candy bar after school. When you get into the grocery store, she remembers that her wallet is still in her locker. You don't have any money either. Your friend suggests that you could slip a candy bar into your backpack without anyone noticing. How do you say no?

## Situation 2

Some of the popular kids in your class ask if you want to join their club. You really want to join the club, but they are not planning to ask your best friend and you know he will be really hurt. Think of a way to say no.

## Situation 3

An older student has invited you to go to a party at his house. You know your parents won't let you go. How do you say no?

## Situation 4

You are going to the movies with a group of your friends, boys and girls together. The boy or girl sitting next to you keeps trying to hold your hand. You are surprised and don't want to hold hands. How do you let him or her know?

Name ______________________________________________

*No Means No (continued)*

## Saying No Checklist

Name of student being observed: ______________________________

| | | |
|---|---|---|
| Did the student say no clearly? | Yes ☐ | No ☐ |
| Did the student give a reason and use an I-message? | Yes ☐ | No ☐ |
| Did the student say no firmly? Did she or he use voice, body language or expressions to back up words? | Yes ☐ | No ☐ |
| Did the student suggest something else to do? | Yes ☐ | No ☐ |
| Did the student use the broken record technique or delaying tactics? | Yes ☐ | No ☐ |

Name _______________________________________________

# Personal Assertiveness Inventory

*Directions:* Read each question. Write the letter *A, S* or *N* to indicate your typical behavior in each situation.

*A* = Always     *S* = Sometimes     *N* = Never

_____ 1. Do you tell friends when you disagree with them even if you might have an argument?

_____ 2. Are you able to ask friends for help when you're confused or hurting?

_____ 3. Are you able to express your own ideas about drugs, including alcohol, even if these ideas are unpopular with your friends?

_____ 4. Do you let your friends know when they disappoint you?

_____ 5. If a friend has borrowed money and is late in paying you back, do you remind him or her?

_____ 6. Are you able to say no to a classmate who wants to copy a homework assignment that took you two hours to complete?

_____ 7. If you are bothered by a friend's talking and making noise during a movie, do you tell him or her?

_____ 8. Are you able to tell a friend who always arrives 30 minutes late that you are angry?

_____ 9. Are you able to ask a friend to do a favor?

_____ 10. Are you able to refuse unreasonable requests made by a friend?

_____ 11. When you disagree with a friend, do you express your viewpoint?

_____ 12. Are you able to refuse to do things with your friends that you don't really want to do?

## LESSON

## 15

# Myths and Facts About Males and Females

## Objective

Students will be able to describe some stereotypes about males and females.

## Time

One or two class periods.

## Overview

In this lesson, students identify and explore the validity of common male/female stereotypes. The class begins with individuals completing sentences about how girls and boys are expected to act. These sentences are discussed first in single-sex groups, then by the class as a whole. The lesson ends with journal entries.

*Note:* Be sure to review class groundrules before this lesson. (See How to Use This Curriculum.)

## Integration

Art, language arts.

## Teacher Materials and Preparation

COPY:

✓ **Boys Have To...** worksheet, one for each male student and one for each small group of boys.

✓ **Girls Have To...** worksheet, one for each female student and one for each small group of girls.

## Procedure

■ Begin the lesson by asking if students can explain the common expressions "boys will be boys" or "girls will be girls." Point out that these phrases refer to common perceptions or stereotypes about sex roles. Explain that a stereotype is "a typical image or concept held by or applied to a certain group."

Ask students to brainstorm some stereotypes about boys and girls. Responses may include:

- Boys like sports.
- Girls don't get into trouble.
- Boys are good in math.
- Girls are good in reading.
- Cooking is a woman's job.
- Taking out the garbage or mowing the lawn is a man's job.

Emphasize that stereotypes are usually not accurate. For example, many girls like sports and are good in math. Many boys like to read, and many successful cooks are men. Tell the class that today they will be discussing stereotypes and the pressures girls and boys feel to behave in certain ways.

- Distribute the **Boys Have To...** worksheet to all the boys and the **Girls Have To...** worksheet to all the girls. Point out the example on each page. Tell students to complete the worksheets by filling in two more things that boys or girls have to do and writing an example of each one.

- Divide the class into same-sex groups of five or six students. Tell groups to discuss how they think students of the other sex expect them to behave.

Tell students to use the worksheets they just completed to help their groups make a list of three to five things they think they have to live up to. Tell groups to also list some examples of behaviors that illustrate each of these stereotypes. Then they should write how they would like the stereotypes to change.

Have groups choose representatives to meet with you and representatives from the other groups of the same sex to pool the lists. Have the girls' representatives choose one statement to represent similar expectations identified by the different groups of girls and the boys' representatives do the same for the boys' groups. Help each group—boys and girls—agree on the top five expectations to share with the rest of the class.

- Have the boys' and girls' group representatives report the five points they agreed on. Ask students to listen carefully while the first group of representatives (boys or girls) reads through their list of stereotypes and examples. Tell students that they will have a chance to discuss each point after they have heard the whole list.

Then have the first group repeat its first stereotype and example. Write it on the board. Allow students of the other sex to ask questions and comment on the accuracy of the stereotype. At the end of the discussion, ask the other-sex students to vote on the accuracy of this stereotype. Is it true or false?

Repeat this procedure for each of the five points. Then let the representatives of the second group make their report and allow students of the other sex to discuss and comment on each point.

■ Tell students to write in their journals about three things they've learned about the stereotypes and expectations that girls and boys have of each other (e.g., things they didn't realize, things they thought were true but weren't, etc.).

## Evaluation

Assess students' responses in class discussion and in journal entries to evaluate their ability to describe some sex-role stereotypes and expectations.

## Follow-Up/Extension

Have the class negotiate accurate statements about the male/female stereotypes that students disagreed on.

### *Vocabulary Challenge*

*stereotype* (a fixed or common perception or expectation, as of a person, group or idea, held by a number of people and allowing for no individuality)

### *Fabulous Fact*

Do babies have the same number, more or fewer bones than adults? (More. Babies have more than 300 bones, while adults have only 206. Many of the bones in a baby's head and other parts of its body grow together and become one bone as the baby grows.)

Name ______________________________________________

# Boys Have To...

*Directions:* Write two endings for the sentence. After each ending, give an example of a situation that illustrates the statement.

***Example:***

Boys have to ***be tough***.

For example: ***Boys aren't supposed to cry when they feel bad.***

1. Boys have to ________________________________________

________________________________________________.

For example: ________________________________________

________________________________________________

________________________________________________

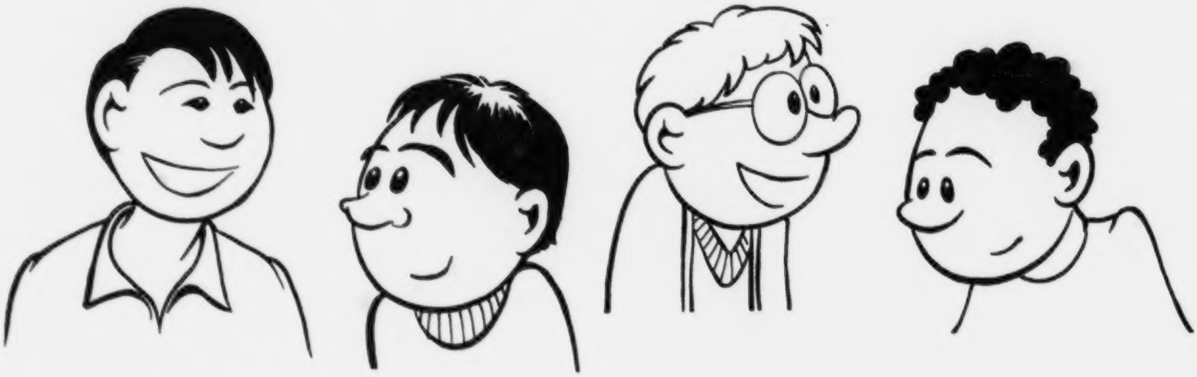
2. Boys have to ________________________________________

________________________________________________.

For example: ________________________________________

________________________________________________

________________________________________________



Name ______________________________

# Girls Have To...

*Directions:* Write two endings for the sentence. After each ending, give an example of a situation that illustrates the statement.

### *Example:*

Girls have to ***take care of others.***

For example: ***Girls should always be nice and do things for other people.***

1. Girls have to ______________________________

______________________________.

For example: ______________________________

______________________________

______________________________

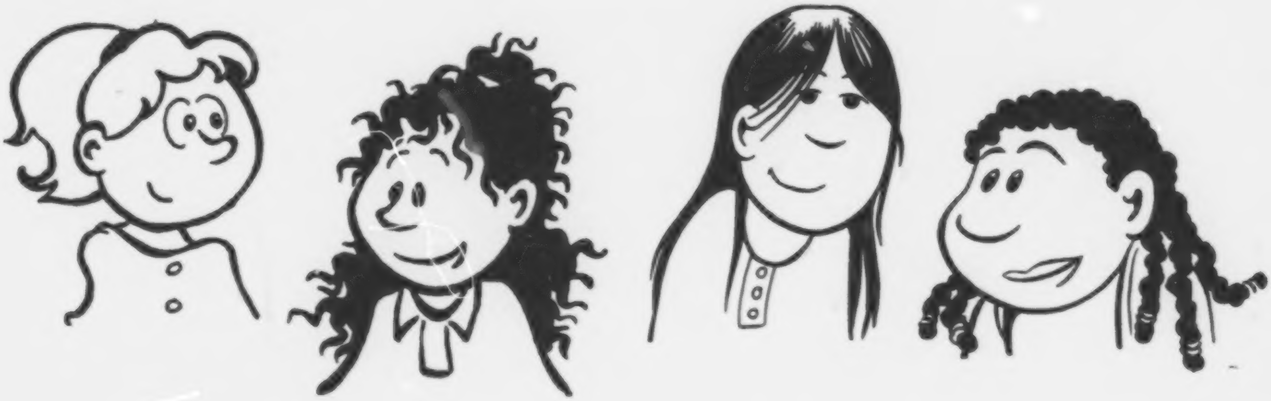
2. Girls have to ______________________________

______________________________.

For example: ______________________________

______________________________

______________________________



# UNIT V

# Health and Social Responsibility

## LESSON

## 16

# Getting Help

## Objective

Students will be able to describe health resources in the school and community.

Students will be able to describe ways to improve student access to community health resources.

## Time

Two or three class periods, with time between first and second periods for students to research and prepare reports.

## Overview

The first lesson of **Unit V: Health and Social Responsibility** helps students learn that gathering information and accessing resources are important aspects of taking responsibility for one's health.

The lesson begins with a drawing of a health resources web. Students identify resources from the web that they will research and report on to the class. They find out where to get information to make healthy decisions and where to get help when sick or injured.

At a later class session, students share the information they gathered during interviews with community health resources. They discuss their access to these health resources. Students then write letters of appreciation to the people they interviewed.

*Note:* If your students will have difficulty arranging or conducting community interviews, try to invite resource people from various health agencies to class. Students could interview these visitors in small groups or as a class.

## Integration

Language arts, social studies.

## Teacher Materials and Preparation

COPY:

- ✓ **Setting Up an Interview** worksheet, one for each student.
- ✓ **Community Health Resource Questionnaire**, one for each student.
- ✓ **Community Health Resource Notes** worksheet, enough copies for each student to take notes on every presentation.
- ✓ **Thinking About Health Projects** worksheet, one for each student.

PREPARE:

- ✓ Contact local media about covering this assignment (optional). Explain that the class will be choosing a community health service project to work on.

REVIEW:

- ✓ **Health Resources in the School and Community *Teacher Background Information.***
- ✓ **Community Health Web *Example.***

# Procedure

■ Tell students they have been learning about taking actions to improve and protect their own health. However, sometimes people need help taking care of themselves. We need to know where to get information to make healthy decisions and where to get help if we are sick or injured.

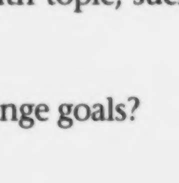
Draw a circle in the center of the board. Write STUDENT inside the circle. Ask students where in their community they could get health information or help, information on health promotion or disease treatment or prevention.

Create a web with students' suggestions. See the **Community Health Web *Example.*** Help students develop ideas by asking questions such as the following.

- Whom would you ask about a special health topic, such as an illness?
- Where would you go for help?
- Who helped you with your Change Challenge goals?

Work on the web until it includes a variety of health organizations and resource people. Use the **Health Resources in the School and Community *Teacher Background Information*** to help you fill out the web.

■ Tell students they are going to contact and meet with different health resource people to find out what these people do to promote health and treat and prevent disease. Suggest that students' experience in interviewing classmates will help them do these interviews.



Tell students they can choose a resource with which they have already had some contact. Add that they will be expected to present a short report to the class about their findings.

*Note:* Students could work in small groups to report on a large resource that provides varied services, such as a hospital. Or students could work with partners to interview resources. If your students will have difficulty meeting with a resource in person, suggest they do their interviews by phone.

Encourage students to choose a variety of resources to research. Ask them to tell you whom they want to interview. Keep a list of students' choices. Explain to students that many of these resource people are very busy. Tell them that if the first person they contact doesn't have time for an interview, they can choose someone else.

■ Distribute the **Setting Up an Interview** worksheet, and review the tips with the class. Tell students to use these suggestions to set up their interviews. Have students pair up and practice this process with their partners (optional). Tell students to take turns being the resource person and the student arranging the interview.

■ Distribute the **Community Health Resource Questionnaire**. Tell students to use this worksheet to conduct their interviews. Tell them to be sure to write down the answers to the questions so they can use the answers to prepare a report for the class.

Tell students their reports should be about three minutes long. Reports should include the following information:

- name of organization and person interviewed
- location
- health areas or types of services offered

■ When students have had time to complete their interviews, tell them they will be making their health resource presentations. Decide on the order of the presentations and tell students when they will make their presentations. *Note:* It will probably take two class periods to complete the presentations.

Tell students they will have a chance to ask specific questions at the end of each presentation. If time allows, encourage students to share materials provided by the resources and answers to their special questions.

■ Distribute the **Community Health Resource Notes** worksheet before students make their presentations. Tell students to use this worksheet to write down the name and at least one item of information about each resource reported on.

Ask students to listen carefully to the reports and to think about a resource they might want to help. Explain that the class will be choosing one of these resources to work with on a class service project.

■ When students have completed their reports, ask for class feedback. Which resources did students find most interesting? Which had they known the least about before the reports? Which health areas seemed to have the most or the least resources?

Ask students how the information-gathering process worked. How did they set up the interviews? What was difficult about the interviews?

Ask students if it was easier to interview the health resources located in or near the school. Can they think of ways to make it easier for young people to use the community resources?

Tell students that a school health fair is a time when representatives from health professions and organizations come to the school with displays and demonstrations. Students have time during class or after school to look at the displays, ask questions and get to know these community resources people.

Describe a school health center or clinic as a place in or near the school where students, and possibly their families, could get help from a health professional in preventing and treating health problems. Ask students if they think a school health fair or school health center would help more students use community health resources.

Do they have other ideas for improving student access to community health resources? Write their responses on the board. Emphasize the importance of learning how to use available resources to make intelligent health choices and to take care of problems.

- Ask students to write brief thank-you letters to the people they interviewed. Ask students what they think the letter should include.

Review the basic components of a letter. Suggest that the letter should include one or two sentences of thanks and a few sentences about what students found interesting or how they will use the information. *Note:* Letter could be assigned as homework.

- Distribute the **Thinking About Health Projects** worksheet. Tell students to think some more about a community service project the class could do. Tell them they will soon be choosing a project to work on as a class.

## Evaluation

Observe students' presentations for their ability to describe community health resources.

Assess students' participation in class discussion for their ability to describe ways to improve student access to community health resources.

## Follow-Up/Extension

Play a "What's My Line?" health careers game. The student who is "it" thinks of a health career or draws a card with the name of a career on it. Students ask yes-or-no questions about training, job responsibilities, etc. They get three tries to guess the career.

### *Vocabulary Challenge*

| | |
|---|---|
| *prevention* | (keeping something from happening, e.g., health problems) |
| *treatment* | (the way something is taken care of or handled) |
| *promotion* | (encouraging something or someone) |

### *Fabulous Fact*

At what time during your life did you grow the most? (Before you were born. When you began, you were smaller than a tiny dot. You grew billions of times that size before you were born. The other two times people grow the fastest are during the first year of life and during puberty.)

**TEACHER**

# Health Resources in the School and Community

## Teacher Background Information

### Potential School Health Resources

School or public health nurse

School doctor

Guidance counselor

Substance abuse counselor

Physical education teachers and coaches

Food service director

Health promotion or education coordinator

Maintenance director

Librarian

Health teacher

School-based or school-linked health clinic

### Potential Community Health Resources

Doctors, nurses, physician's assistants

Dentists, hygienists, orthodontists

YMCA, YWCA, fitness clubs, public recreation departments

Sports trainers (colleges and universities)

Public health departments, WIC program, Headstart

Hospitals (community education departments)

American Red Cross affiliate

Ambulance service

Police department

Fire department

Community mental health centers or departments

Psychiatrists, social workers, psychologists

Support groups—child abuse, divorce, death, parenting

Hospice

Nursing homes

Alcoholics Anonymous, Alanon, Alateen

Pharmacists

American Cancer Society affiliate

American Lung Association affiliate

American Heart Association affiliate

Disease-specific associations: March of Dimes, Spina Bifida Association, Diabetic Association

HIV/AIDS and STD clinics

Family planning clinics

Department of Public Safety (roads, safety belts)

Rape, abuse or violence hotlines

Consumer Product Safety department

Audubon Society or other conservation groups

Department of Environmental Protection

Local recycling manager or committee

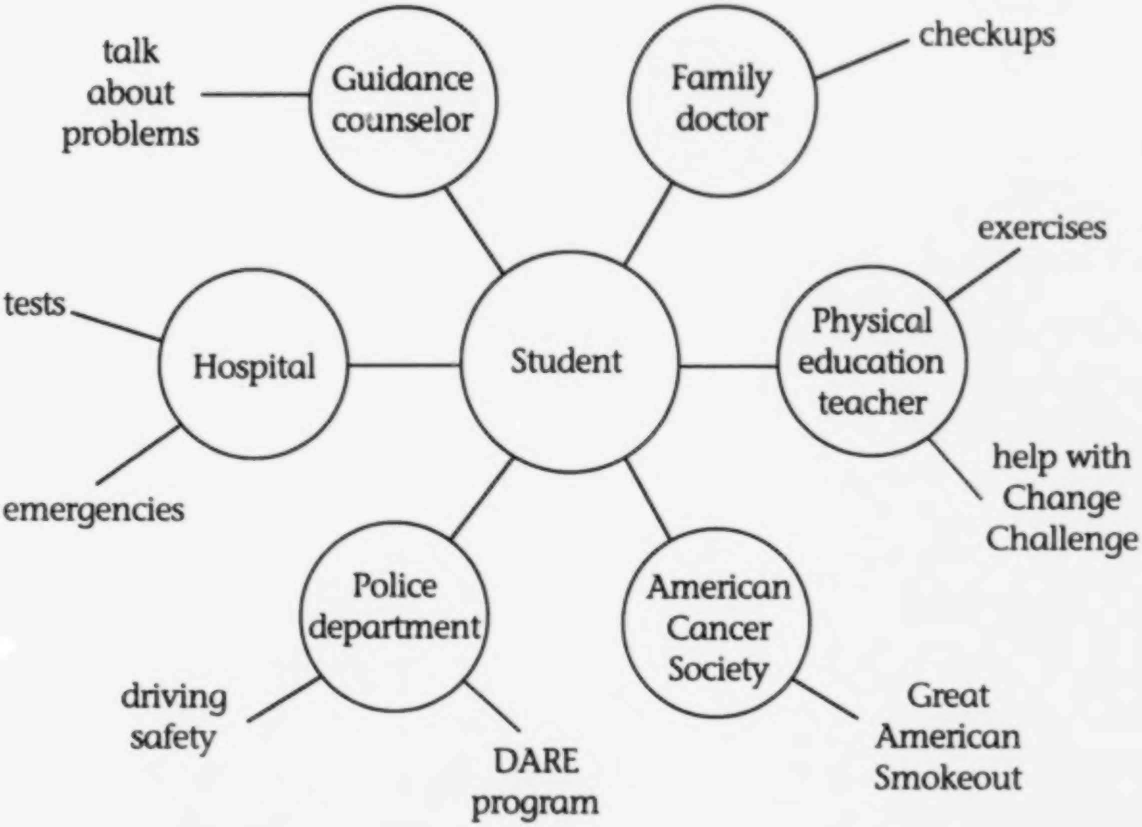
Town or city planning boards

# Community Health Web

## *Example*

A web is a visual way to help students make connections. Begin the web with a central circle that indicates the focus of the web, a person or an idea. The focus of this web is a student who wants help. Write words or phrases for related ideas around the central person or idea. Draw lines to the center from the ideas that are directly related. For example, a line would be drawn from the school nurse—a health resource—to the student in the center circle.

Lines can also be drawn to connect ideas or resources that relate to each other as well as to the central idea. Ideas or resources that are subsets of others should be connected by a line to that idea or resource rather than the central circle. For example, connect giving aspirin to the school nurse rather than to the student because the student would get the aspirin from the nurse.


talk about problems
Guidance counselor
Family doctor
checkups
exercises
tests
Hospital
Student
Physical education teacher
help with Change Challenge
emergencies
Police department
American Cancer Society
driving safety
DARE program
Great American Smokeout

Name ________________________________________

# Setting Up an Interview

*Directions:* Use the following steps to set up an interview with someone from a local health resource.

1. Telephone the agency or person.
2. Ask for the public information manager or director. Give the person's name if you know it.
3. Give your name, grade and school.
4. Tell the person you contact that your class is trying to find out about community health resources.
5. Ask if you could set up a time after school some afternoon to come to the office or to call to interview the person. Explain that the interview will take about fifteen to twenty minutes.
6. Agree on a time to meet or to call.
7. Remember to call the person if you can't get to the interview on time.
8. Take notes during the interview.
9. After the interview, thank the person very much for her or his time and help.

Name ______________________________

# Community Health Resource Questionnaire

*Directions:* Fill in the information about the person you are interviewing. Then ask the person the questions that follow. Add any other questions you may have.

Date of interview: ______________________________

Name of person being interviewed: ______________________________

Title: ______________________________

Name of organization or group: ______________________________

Address: ______________________________

______________________________

Phone number: ______________________________

1. What do you or your organization do to help educate people about health? ______________________________

   ______________________________

   ______________________________

2. What else do you or your organization do to help prevent disease or help people stay healthy? ______________________________

   ______________________________

   ______________________________

Name ________________________________________

*Community Health Resource Questionnaire (continued)*

3. What do you or your organization do to treat people who are sick or injured?

4. Do you have resources that you give away or sell? Can you show me some or describe them to me?

5. Do you have health materials or services especially for young people?

6. Our class is gathering ideas for a possible community health service project. Do you need volunteers or do you know of people who need help?

7. Other question(s):

Name ______________________________

# Community Health Resource Notes

*Directions:* Listen to class reports about community health resources. Write down the name of each community resource and at least one interesting thing about it.

Name of resource: ______________________________

What I learned: ______________________________

______________________________

Name of resource: ______________________________

What I learned: ______________________________

______________________________

Name of resource: ______________________________

What I learned: ______________________________

______________________________

Name of resource: ______________________________

What I learned: ______________________________

______________________________

Name of resource: ______________________________

What I learned: ______________________________

______________________________

Name ______________________________

*Community Health Resource Notes (continued)*

Name of resource: ______________________________

What I learned: ______________________________

______________________________

Name of resource: ______________________________

What I learned: ______________________________

______________________________

Name of resource: ______________________________

What I learned: ______________________________

______________________________

Name of resource: ______________________________

What I learned: ______________________________

______________________________

Name of resource: ______________________________

What I learned: ______________________________

______________________________

Name of resource: ______________________________

What I learned: ______________________________

______________________________

Name ______________________________

# Thinking About Health Projects

Community service projects are ways of helping the community. They can be in the school or in the community outside the school.

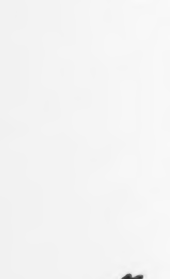
A project may involve volunteering time or raising money. It may include taking action about health issues. Community service projects can be related to any aspect of health—physical, social or mental/emotional.

## Choosing a Project

As you think about possible projects, think about the following questions.

1. What interests you about doing a community service project?
2. What concerns do you have about doing this type of project?
3. What project would benefit many people?
4. What project is the right size for the time and energy you and your classmates have?
5. Could your class do everything needed for the project? If not, could you get the help you would need to succeed?
6. What would you get out of doing a community service project? How will you feel? What will you learn?

Talk to your family about projects you could choose. Do they have any suggestions?



LESSON

# 17

# Giving Help: Setting a Community Service Goal

## Objective

Students will be able to explain the importance of community service projects.

## Time

One or two class periods.

## Overview

This lesson is the first in a series of lessons to plan and implement a class community service project. Such a project, although challenging, offers many rewards, including an opportunity to build self-esteem. It increases students' sense of connectedness to their community (and each other) and their sense of meaning and power—the sense that they can make a difference in the world. The project also strengthens students' ability to set and plan goals, the skill theme for this grade.

During the project, students will practice other health skills, including communication, decision making, negotiation and information gathering, in a broader context—the world outside the classroom. The project also offers students an opportunity to learn about community health, including health careers, and to increase their understanding of people of different ages and backgrounds.

## Integration

Language arts, math, social studies.

## Teacher Materials and Preparation

HAVE:

✓ **Know Where You're Going**, an *Actions for Health* poster, from Lesson 1.
✓ Small slips of scrap paper for voting, one for each student.
✓ **Thinking About Health Projects** worksheet, from Lesson 16.

COPY:

✓ **Community Service Project Goal Check** worksheet, one for each small group.

REVIEW:

✓ **Community Service Projects *Teacher Background Information*.**

# Procedure

■ Tell students that today they will be choosing a class community service project. Ask students if they have thought about what they'd like to do. Did they talk to family members about the project? Did family members have any suggestions?

Discuss what interests or excites students about doing such a project. Do they have any concerns? Do any students think the project is a bad idea. Why?

*Note:* If you are aware of students who are opposed to the project, address their concerns. Encourage students to support each other in choosing to do the project.

Tell students that there are many reasons for doing a community service project. Explain that they could get discouraged by or decide to ignore all the problems in the world, or they could look at the problems as opportunities to be part of making a better world. Add that many people think that kids are just interested in games, music and sports. Suggest that the project offers students a chance to show others what they can do and how much they care.

■ Show students the **Know Where You're Going** poster, from Lesson 1. Tell them that these steps can help them choose their community service project goal.

As you go over step 3, emphasize the importance of choosing something manageable so that the project can be really helpful. Tell students they should also consider how well they can attain the goal they set for themselves.

Add that today they will be going through the first three steps to choose their goal. Then they will make a plan to reach the goal in the next health class.

■ Discuss possible project ideas as a class. Have students brainstorm some ideas for improving health in the school or the community at large. Then use the suggestions and questions on the **Thinking About Health Projects** worksheet, from Lesson 16, to narrow the list to eight to ten possibilities. Ask students to identify the projects that are most needed, most practical, most specific or most interesting.

Encourage students to think of projects that are related to health in a broad sense, not just physical, but mental/emotional and social as well. Suggest that projects could help people feel better about themselves, help people get together with others, help people become active or get involved in meaningful experiences. Tell students that their work with their "little buddies" is an example of this kind of project.

■ Divide the class into enough small groups to match the number of projects remaining on the narrowed-down list. Give each group a **Community Service Project Goal Check** worksheet. Tell groups to choose a different task for each group member. Possible tasks include facilitator, recorder, reporter and timekeeper.

Tell groups to use the worksheet to evaluate their assigned project. Urge students to be objective as they review the possible projects.

■ When groups have had time to evaluate the projects, have them report their findings to the class. Discuss the relative barriers, rewards and resources needed for the projects. Have students choose one class project by consensus or majority vote. *Note:* If a vote is close, you may want to choose two projects and allow students to work on one or the other.

■ Have students write a journal entry about the value of helping others. Tell them to include their thoughts on how the class project might benefit them personally and at least one reason they like the selected project.

# Evaluation

Review students' journal entries for their ability to explain the benefits of a community service project.

# Follow-Up/Extension

### *Vocabulary Challenge*

*social responsibility* (an individual's responsibility for the well-being of others)

### *Fabulous Fact*

What causes colds? (The only thing that causes colds is being in close contact with someone who has a cold. This can mean breathing the air next to the infected person or touching objects the person with a cold has handled. Your body may be less able to resist a cold if you are tired, undernourished, or sick for some other reason.)

# Suggested Resources

Commission on National and Community Service, 529 14th St. NW, Suite 452, Washington, DC 20045, (202) 724-0600. Call for information about funding for projects.

*Cooperation, Social Responsibility and Other Skills: Using the Four Conditions of Self-Esteem in Elementary and Middle Schools.* R. Bean. Santa Cruz, CA: ETR Associates. Pages 24-32, 82-84 and Chapter 6 are most relevant to community service.

*The Kid's Guide to Social Action: How to Solve the Problems You Choose—and Turn Creative Thinking into Positive Action.* B. Lewis. Minneapolis, MN: Free Spirit Publishing. This book provides a wealth of examples of student service projects and a variety of tools to use in planning and carrying out a project.

**TEACHER**

# Community Service Projects

## Teacher Background Information

As you plan for the class community service project, decide whether you want to limit the project to either the school site or the community outside the school. Factors to consider include:

- your time and interest
- identification of a coordinator from the school or community to assist you
- availability of parents or other volunteers
- student maturity

A project in the community may appear more exciting and rewarding to students, but such a project will probably be more complex to organize and will involve more after-school time.

Carefully consider the length of time available for the project. Are there time constraints, such as the end of the health curriculum studies or vacations, that will determine the scope of the project? Can the chosen project determine the completion date?

Look for someone from the community to help coordinate the project. This assistance will not only make your job easier, it will also help the school establish a more permanent partnership with the community. Most communities have a variety of people who could help in this way. Consider the following:

- volunteer coordinator for a health or welfare department or hospital
- campaign coordinator for a health agency such as the American Cancer Society, American Lung Association or American Heart Association
- staff or board member for a service agency such as Knights of Columbus, Lions Club or Santa Fund
- retiree who is interested in community service

You may even be lucky enough to find a student's parent or family member who has the time and contacts in the community.

Be sure a need for the project exists so students will feel they are doing something meaningful. Check with community health resources and agencies or school health resource people about some of the needs identified during student interviews. You may even want to invite representatives of various agencies to come to class to present their needs to students directly.

Involve families in the project as much as possible. Many students at this age enjoy having their families involved. Students may also need family help to complete the project. Family members could help in their professional areas of expertise, or with publicity, supervising students or logistics such as transportation or telephoning.

Try to get the class to agree on one project. However, if students indicate about the same amount of interest in two projects and the class can't agree on one, allow students to do two projects. If the class chooses two projects to work on, help students make the modifications they need to complete both projects.

Contact local media to inform them about the class project. The community should know about positive things schools and students are doing. Public recognition will increase the perception among students and their families that they can make a difference.

### Sample Service Projects

- Volunteer for a series of sessions or visits at a health, education or service agency, hospital, nursing home or daycare center. Services could include reading aloud, performing, talking, helping with small group projects.
- Help with a special event at a health education or service agency. Services could include making gifts, baking food, doing performances or demonstrations.

- Get involved in current health issues in the school or community. This project could involve letter writing, public speaking, surveys, petitions, talking to the newspaper, interviews, etc.
- Raise money to fund equipment, objects or services needed. Strategies could include participating in walkathons or holiday car washes.
- Approach community businesses and clubs. Projects could include raising money to buy a washing machine and dryer for a homeless shelter or helping to wrap holiday presents for needy children.
- Promote projects that improve the appearance of the school or community. Projects could include planting trees, painting a mural on a concrete wall, cleaning up or improving equipment at a recreation site.
- Plan a special event or trip for the students' "little buddies," with whom they worked earlier in the year.

Name ______________________________________________

# Community Service Project Goal Check

*Directions:* Use the following questions to evaluate the project your group is checking.

Name of project: ______________________________________

1. What are the benefits of this project? ______________________
   ______________________________________________
2. Whom does it benefit—people in your community, school or class?
   ______________________________________________
3. List some of the steps that will be needed for the project.
   ______________________________________________
   ______________________________________________
   ______________________________________________
   ______________________________________________
4. How long will it take to complete this project? _________________

Name ____________________________________________

*Community Service Project Goal Check (continued)*

5. What would the class need to help reach this goal? ____________________

______________________________________________________________

6. Who could help the class reach this goal? ____________________________

______________________________________________________________

7. Do you think the class could find these helpers? ____________________

8. What are the things that could make this project difficult (roadblocks)?

______________________________________________________________

______________________________________________________________

______________________________________________________________

9. How could the class deal with these roadblocks? ____________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

10. Do you think the class should choose this project? Yes No Maybe

Explain your answer. ______________________________________________

______________________________________________________________

________________________________

________________________________

________________________________

________________________________

## LESSON

## 18

# Planning to Attain a Community Service Goal

## Objective

Students will be able to synthesize a plan for a class project.

## Time

One class period.

## Overview

This lesson continues the work on a community service project. Students apply goal-planning steps to the project they selected.

## Integration

Language arts, math, social studies.

## Teacher Materials and Preparation

HAVE:

- ✓ Transparency or poster of **Planning to Reach a Goal**, from Lesson 2.

COPY:

- ✓ **Planning Our Project**, one for each student.
- ✓ **Community Service** letter, one for each student.

REVIEW:

- ✓ **Community Service Project Goal Check** worksheet for the selected project, from Lesson 17.
- ✓ **Planning Our Project *Example*.**

## Procedure

■ Congratulate students on the community service project they selected and their participation in the goal-setting process. Give them a chance to share their feelings and concerns about the project.

Tell students that today they will plan how they are going to carry out the project. Ask the group that evaluated this project in Lesson 17 to help you with today's planning by sharing information from the **Community Service Project Goal Check** worksheet they completed in that lesson.

■ Distribute the **Planning Our Project** worksheet. Tell students to use this worksheet to take notes on the class plan. Point out that planning a goal for the class involves the same steps as planning for their individual health goals.

■ Write a goal statement for the project on the board and tell students to copy it onto the **Planning Our Project** worksheet. Show students the transparency or poster of **Planning to Reach a Goal,** from Lesson 2. Then discuss each part of the plan. (See **Planning Our Project *Example.***)

Ask students to help you break the goal into small steps. Be sure these steps are broken down into tasks that will be appropriate for point 4—deciding who will do what. As you discuss the steps, list them on the board.

Include the following tasks on the list. Even though they may not be formal steps toward the goal, they are important.

- Select project name and design a logo.
- Take photographs of students carrying out project responsibilities.
- Keep records of project progress.
- Take notes for meetings.
- Make bulletin board or project scrapbook with notes and photographs.
- Write articles or notices for the school newsletter.
- Talk about the project to newspaper, radio or TV reporters.
- Make phone calls to helpers outside the school.
- Help prepare for a special event to celebrate the end of the project.
- Write invitations.
- Prepare presentation.
- Make posters or charts.

Help students decide when they want to reach the goal. Go through the steps and talk about how long each one will take, which steps can be done simultaneously, etc. Determine a projected completion date.

Then look at the steps and identify how many students might be needed to help with each step. Ask students what other adults they need. Do they need any helpers, such as teachers, family members, members of health organizations? What supplies are needed? Who will get these? Do they need to raise money to complete the project?

Then have students identify possible roadblocks—people or things that might make it harder to reach the goal. Discuss plans for dealing with each roadblock before moving on to the next roadblock.

Tell students that they will be checking their progress toward the goal as they work on it. Point out any revisions to the goal that have been made during the discussion. Ask if students think any revisions need to be made based on the roadblocks they identified. Tell students that they will be discussing further revisions when they evaluate their progress toward the goal.

Talk about the last point on the **Planning to Reach a Goal** transparency or poster—Plan a reward for reaching your goal. Ask students to suggest some possible rewards. Tell students that one reward will be the good feelings they have about having helped other people.

Add that you are also planning a special event to recognize the class effort when the goal is achieved. Tell students they will have a chance to help plan the special event.

- Organize students into small groups to work on the project. Assign different tasks or steps in the process to different groups, or let students choose the tasks for which they want to be responsible. Plan to provide some class time during the project for students to work on their plans.

## Evaluation

Assess students' participation in class discussion and their notes on the **Planning Our Project** worksheet for their ability to synthesize a goal plan.

## Home/Family Involvement

Distribute the **Community Service** letter. Help students choose tasks and materials from the lists generated during class discussion to list in the letter. Tell students to take the letter home to ask their families to help with the class project.

## Follow-Up/Extension

Create a chart or some other visual display to post in the classroom showing the steps involved in the class project. Allow room to indicate when each step is achieved. Steps could be printed on footprints or shoeprints, using paper fasteners to link them together.

### *Vocabulary Challenge*

*attainable* (can be reached)

### *Fabulous Fact*

What are freckles? (Skin color depends on the amount of brown pigment or melanin in it. People who have more pigment have darker skins. People who have more pigment cells in some parts of their skin develop freckles. These are especially noticeable when a person is exposed to sunlight because sunlight causes the skin to make more pigment.)

Name ______________________________

# Planning Our Project

## Community Service Goal

______________________________

## Planning to Reach This Goal

1. Think of small steps to reach this goal.
2. Write down the steps. ______________________________
3. Set date when goal will be reached. ______________________________
4. List helpers needed. ______________________________

Name ____________________________________________

*Planning Our Project (continued)*

List supplies needed. ____________________________________________

____________________________________________

____________________________________________

5. List possible roadblocks. ____________________________________________

____________________________________________

____________________________________________

____________________________________________

6. List ways to deal with roadblocks. ____________________________________________

____________________________________________

____________________________________________

____________________________________________

7. Check progress. ____________________________________________

____________________________________________

____________________________________________

____________________________________________

8. Revise goal if needed. ____________________________________________

____________________________________________

____________________________________________

9. Reward when done. ____________________________________________

____________________________________________

____________________________________________

**TEACHER**

# Planning Our Project

*Example*

## Community Service Goal

*We will keep our school playground clean.*

## Planning to Reach This Goal

1. Think of small steps to reach this goal.

2: Write down the steps.

*Choose project name and logo.*

*Schedule work days and times.*

*Make arrangements to recycle some of the trash found, e.g., cans.*

*Keep records of progress.*

*Take pictures of students working on project.*

*Make bulletin board or project scrapbook with notes and photographs.*

*Write articles for the school newsletter.*

*Talk to newspaper, radio or TV reporters about the project.*

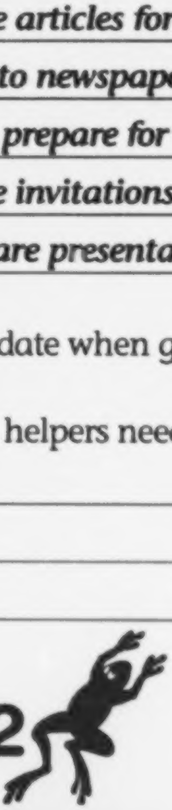
*Help prepare for the special event to celebrate the end of the project.*

*Write invitations to the event.*

*Prepare presentation for the event.*

3. Set date when goal will be reached. *by the end of May*

4. List helpers needed. *school principal, custodians*



*Planning Our Project (continued)*

List supplies needed. ***garbage bags or cans, rubber gloves***

5. List possible roadblocks. ***students who throw trash on the school grounds, bad weather***

6. List ways to deal with roadblocks. ***Make posters to encourage other students to keep the school clean; plan extra time for the project.***

7. Check progress.

8. Revise goal if needed.

9. Reward when done. ***Every student who participates will get a certificate.***

**LETTER**

# Community Service

Dear Family:

Our class has chosen a community service project to work on. This project will help students learn how to give as well as get help. It will benefit students as they contribute to their community. Students will learn that they are needed and they can make a difference.

Our community service project goal is to ______________________

______________________________________________________.

Students have worked very hard to plan their project. They would appreciate your help with any of the following items.

Tasks: ______________________________________________

______________________________________________________

______________________________________________________

Materials: ___________________________________________

______________________________________________________

______________________________________________________

Please mark the things on the list that you could help with. We welcome any other suggestions you have. Please write your name and phone number or address below and return this letter to school. Call if you have any questions. Thank you.

Sincerely,

______________________________

Name: ______________________________________________

Address: ____________________________________________

Phone: ______________________________________________

# LESSON

# 19

# Service Project Progress

## Objective

Students will be able to evaluate their progress toward a goal.

## Time

One class period.

## Overview

In this lesson, students review the class progress toward the community service goal. They decide what changes they may need to make in order to reach the goal by the date set.

*Note:* This lesson provides a one-session review of progress toward the class goal. You should use it at an appropriate time. You may need to check briefly on progress at other times and spend some time preparing for the special event.

## Integration

Language arts, math, social studies.

## Teacher Materials and Preparation

HAVE:

✓ Transparency or poster of **Planning to Reach a Goal**, from Lesson 2.

COPY:

✓ **Goal Check** worksheet, one for each student.

## Procedure

■ Show students the **Planning to Reach a Goal** transparency or poster, from Lesson 2. Point out Steps 7 and 8. Tell students it's time to check their progress toward the class community service project.

Ask students to share their work on the project. Then ask them to evaluate the class's progress. Ask students what has been going well. Have they communicated with any adults about the project? How do they feel about the project?

Promote discussion of a variety of feelings. Do students think they are doing something important and helpful? If so, how do they feel about that? If not, how do they feel?

How do they feel around new people? How do they feel in a new setting if they are doing a community-based project? How do they feel about the daily lives of the people they are helping?

Ask students if they have met any of the roadblocks they expected? Were they able to use the ideas they developed for dealing with these roadblocks? Did the ideas help? Have students encountered any tasks or

roadblocks that they did not anticipate? Are tasks taking the amount of time and work that students expected?

Have students decide whether they need to revise their plan or their goal. Tell students to write any changes under Step 8 on the **Planning Our Project** worksheet, from Lesson 18.

- Distribute the **Goal Check** worksheet. Have students use the worksheet to write a journal entry about their progress toward the class goal.

## Evaluation

Assess students' responses on the **Goal Check** worksheet for their ability to evaluate their progress toward a goal.

## Follow-Up/Extension

Ask for student volunteers to design and sew a section for a quilt or paint a banner about their project or about helping others. Suggest that students could begin working on this project now so they can display it at the special event. Or students could work on it after the project is completed.

Display the banner or quilt in a public place at the school. Add to the quilt or add another banner after each year's project.

### *Vocabulary Challenge*

*collaboration* (to act or to work together, synonym for cooperation)

### *Fabulous Fact*

Which body organs are light enough to float? (Lungs are the only organs light enough to float.)

Name ______________________________

# Goal Check

*Directions:* Use this worksheet to assess the class progress on the community service goal.

1. What revisions did the class make on its community service goal or plans?

______________________________

______________________________

______________________________

2. List at least two reasons for any revisions. ______________________________

______________________________

______________________________

3. If the class did not make any revisions, explain why your plans did not need revision. ______________________________

______________________________

______________________________

3. Describe what you have learned about planning a goal from this project.

______________________________

______________________________

______________________________

______________________________

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______________________________

# UNIT VI

# Preventing Injury and Conflict

## LESSON

## 20

# Staying Cool in Hot Situations

## Objectives

Students will be able to identify actions to take in an emergency.

## Time

Two or three class periods.

## Overview

This first lesson in **Unit VI: Preventing Injury and Conflict** covers preparation and survival procedures for a variety of natural disasters. Students also learn about common steps to take during emergencies.

The lesson begins with small groups brainstorming common-sense responses to disasters. Small groups share and compare their ideas. Rescue breathing is then demonstrated by a community resource person or qualified teacher. The lesson includes an option for students to practice this procedure.

## Integration

Language arts, science, social studies.

## Teacher Materials and Preparation

HAVE:

✓ Chart paper.
✓ Masking tape.
✓ Large permanent markers.
✓ Card stock or index cards, enough to provide one card for each student.
✓ Thin-line colored markers.
✓ Clear contact paper to laminate emergency cards (optional).

COPY:

✓ **What to Do First** worksheet, one for each student.
✓ **Making Emergency Calls** worksheet, one for each student.
✓ **Rescue Breathing**, one for each student.
✓ **Emergency Word Search**, one for each student.

PREPARE:

✓ Invite an EMT or paramedic from the community to demonstrate rescue breathing with a "Rescuci-Annie" mannequin. (Use a resource person identified during Lessons 16 and 17.) If this is not possible and you are qualified, do the demonstration yourself with a stuffed animal. Otherwise identify a qualified member of staff to do it.
✓ Select natural disasters relevant to the conditions in your geographic area.
✓ Decide if you want students to be able to demonstrate or simply list rescue breathing steps. Make necessary arrangements for sanitary use of mannequins or stuffed animals if you expect students to practice.
✓ Post four or five blank pieces of chart paper around the room.

**REVIEW:**

✓ **Disaster Preparedness** ***Teacher Background Information.***

## Procedure

- Have students brainstorm a list of natural disasters. (See **Disaster Preparedness** ***Teacher Background Information***.) Write these on the board.

- Have students write the name of a different potential local disaster or emergency at the top of each piece of chart paper posted around the room. Divide students into small groups, one group for each disaster. Assign students who may have experienced a specific disaster to its group. Have students choose a recorder, reporter and timekeeper for their groups. Give groups five minutes to write down and be prepared to explain the steps they think should be taken in the event that their disaster or emergency occurs.

- Discuss student suggestions. Compliment students on their common sense. Point out any procedures that are common to several disasters. Correct inappropriate ideas and fill in steps that students do not mention, using **Disaster Preparedness** ***Teacher Background Information.***

- Point out that there are some common rules to follow in emergencies, regardless of the specific disaster. Distribute the **What to Do First** worksheet and review it with students. Let students roleplay these steps in some different emergency situations (optional).

- Distribute the **Making Emergency Calls** worksheet, and review it with students. Divide the class into pairs and let students practice making emergency calls (optional).

- Explain that you do not have time to go over first-aid procedures for specific emergencies during this lesson, but have invited a qualified person to demonstrate (or you will demonstrate) one essential technique—rescue breathing. Explain that you have selected this technique because it is needed in many emergencies and can make the difference between life and death.

Demonstrate the technique. Distribute the **Rescue Breathing** worksheet.

*Note: Actions for Health* Level 5 includes lessons on rescue breathing and the Heimlich maneuver.

- *Optional:* Tell students they will have a chance to practice rescue breathing. Tell them to use the **Rescue Breathing** worksheet as a guide for this practice. Explain the use of the mannequins or stuffed animals for the practice, and allow time for students' practice.

- Distribute and have students complete the **Emergency Word Search**.

- Distribute card stock or index cards and thin-line colored markers. Ask students to write the emergency steps on a card that would fit in their wallets or on a larger card that they could illustrate and post at home. *Note:* This activity can be assigned as homework.

*Optional:* Distribute clear contact paper and show students how to enclose the card between two pieces of contact paper to "laminate" it.

## Evaluation

Assess students' work on the **Emergency Word Search** and on their emergency steps cards for their ability to identify appropriate actions to take in an emergency.

## Follow-Up/Extension

Have students look in local or out-of town newspapers for news about recent disasters. Report on what disaster preparation and survival steps were or were not followed and the consequences.

Have students write in their journals about a disaster they have experienced, how they felt, actions taken, consequences of actions and what they would do next time. If any students have not experienced a disaster, they could describe how they think they would feel and what they think they would and should do.

Have students draw a floor plan of their home with their families and decide on an emergency escape plan.

Check with the local affiliate of the American Red Cross about the availability of junior first-aid courses and share this information with students.

### *Vocabulary Challenge*

*resuscitation* (the act of bringing back to life)

### *Fabulous Fact*

A person can die if he or she is without oxygen for as little as six minutes.

**TEACHER**

# Disaster Preparedness

## *Teacher Background Information*

### Emergency Steps

In any emergency, you should follow these steps:

1. Stay calm. Then you can think clearly about what to do.
2. Check out the scene.
   - If you were not involved in the disaster, ask yourself if it is safe to approach.
   - If you were involved in the disaster, ask yourself if it is safe to move.
   - Observe how many people are hurt.
   - Figure out if there is someone nearby who can help.
   - Yell for help!
3. Check the injured person (people).
   - Ask if the person is OK. Do you get a response?
   - Do ABCs of life support if the person is not breathing. (If you are not alone, one person should go for help and another do first aid.)  
     A—open Airway.  
     B—restore Breathing.  
     C—check Circulation (pulse) and bleeding.
   - Look for identification.
4. Get help.
   - Get an adult.
   - Call or have someone else call the emergency number—911, the fire department or *0* for the operator.
5. Give first aid.
   - Keep the person warm, calm and still.
   - If person stops breathing or is still not breathing after you call for help, use rescue breathing.
   - Care for any injuries.

### Procedure for Emergency Calls

1. Dial 911, fire or police department. Call *0* for the operator if you don't know the emergency number.
2. When the emergency number is reached, say, "This is an emergency call."
3. Tell the emergency operator:
    - the phone number from which you are calling
    - the address and any special directions to the emergency scene
    - what the emergency is
    - the condition of any injured people, e.g., bleeding, burned, broken bones, etc.
    - names of injured people, if you know them
4. Do not hang up until the emergency worker does.

### Preparation for Disasters

- ✓ Agree on family escape route. Choose a meeting place to go to after escape from disaster area or when disaster is over.
- ✓ Develop, disseminate and practice school disaster plan.
- ✓ Know emergency number(s).
- ✓ Know location of fire station, police station and emergency shelters.
- ✓ Know basic first aid and/or have a first-aid manual.
- ✓ Have emergency supplies.
    - first-aid kit, including ipecac
    - portable radio and batteries
    - flashlights and batteries, candles or lanterns and matches
    - water—one gallon per person, per day
    - canned or nonperishable foods

### Disaster Survival Procedures

*Note:* Go over procedures for disasters that students in your geographic location may encounter.

*Fire*

If you are in a burning building:

- ✓ Stop.
    - Remember planned escape route at home or school, or try to figure out a safe escape route.
    - Touch doors before opening to make sure they are not hot.
- ✓ Drop—stay down low to minimize smoke inhalation.
- ✓ Roll—if your clothes catch on fire, roll over and over to extinguish flames.
- ✓ Do not go back into a burning building.
- ✓ Close off any possible sources of oxygen to minimize spread of flames if you can't escape.
- ✓ Apply first aid for burns after escaping.
- ✓ Call emergency number—911 or fire department—after you get out of the building.

*Lightning Storm*

- ✓ If you are outside:
    - Stay away from the tallest structures in the area.
    - Do not become the tallest thing in the area, e.g., don't stand in the middle of a field.
    - Stay away from power and telephone lines.
- ✓ If you are inside:
    - Do not use electrical appliances.
    - Do not use telephone except for emergency calls.

*Flood*

✓ Go to higher ground.
✓ Do not cross bridges over swollen water.
✓ Stay away from edge of rivers or other bodies of water.

*Hurricane*

✓ Follow directions for lightning storm and flood if applicable.
✓ Stay away from windows, masonry (fireplaces) and heavy objects.

*Tornado*

✓ Go to the basement.
✓ If there is no basement, sit in a corner away from heavy furniture and glass (mirrors, windows, large picture frames).
✓ Put your arms over your head to help protect yourself from falling objects.

*Earthquake*

✓ If you are inside:
  - Drop to the floor.
  - Take cover under a sturdy desk or other furniture.
  - Stay there until the ground stops shaking.
  - Stay away from windows, masonry (fireplaces) or heavy furniture that might fall over.
  - Do not go upstairs.

✓ If you are outside:
  - Get in the open, away from buildings and power lines.
  - If you are in a car, get away from other cars, bridges, tunnels or other structures that could crush you.

**TEACHER**

*Blizzard*

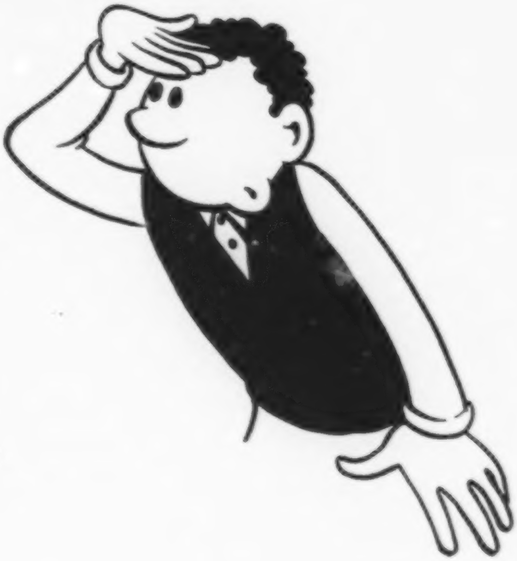
✓ If you are inside:
  - Stay inside.
  - Stay away from windows, masonry and heavy objects.
  - Gather warm clothing.

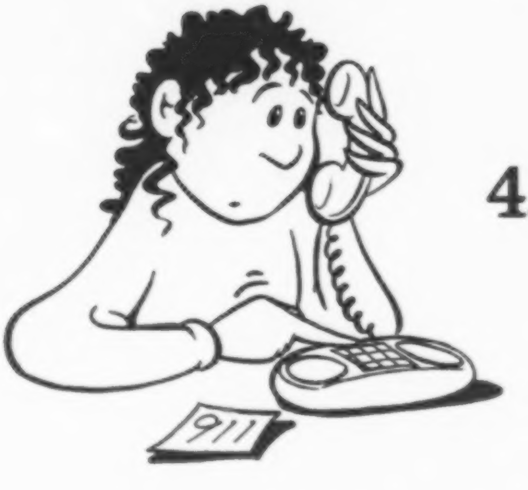
✓ If you are caught outside:
  - Put on all clothing available. Cover head and other bare skin.
  - Keep moving toward shelter if you can tell where you are going (e.g., if on a mountain, start down or follow a stream bed down).
  - If you can't tell where you're going, stop. Dig a snow cave or seek shelter behind a rock, tree trunk, etc. Snow insulates.
  - Curl up in ball if alone, or curl up next to another person.
  - Place hands under armpits or in groin.
  - Eat some snow if you feel dehydrated, but melt it in your mouth first so it doesn't lower your core temperature.

Name ______________________________

# What to Do First

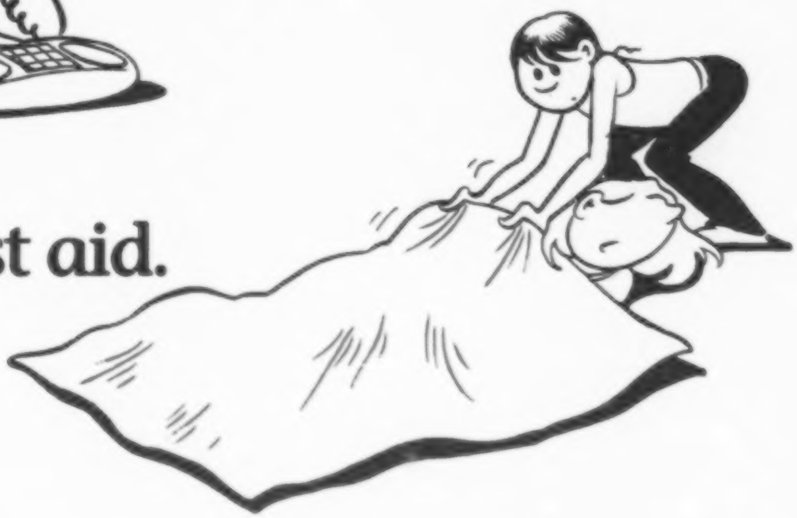
1. Stay calm.
2. Check out the scene.
3. Check the injured person.





4. Get help.

5. Give first aid.



Name ______________________________

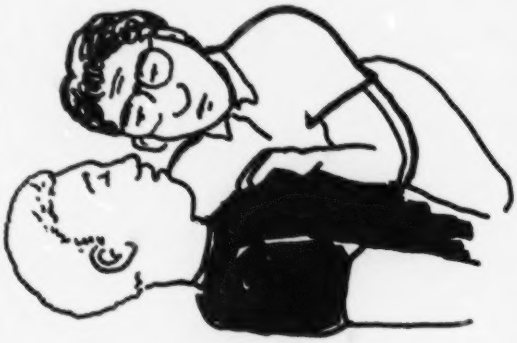
# Making Emergency Calls

1. Dial **9-1-1** or local emergency number. Dial *0* for the operator if you don't know the emergency number.
2. Say, "This is an emergency call."
3. Tell the emergency operator:
    - the phone number where you are
    - the address and any special directions to the emergency scene
    - what the emergency is
    - the condition of any injured people
    - the names of any injured people if you know them
4. Don't hang up until the emergency worker does.

**9-1-1**

Name ______________________________

# Rescue Breathing

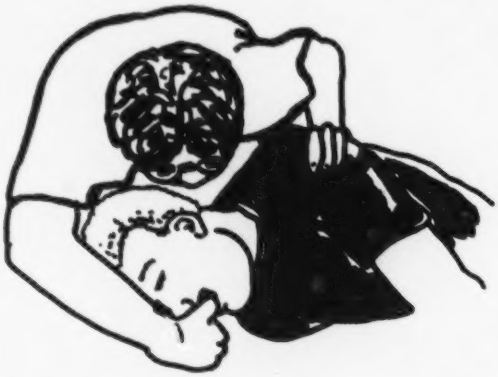


**Step 1.** Check first to be sure the person isn't breathing.

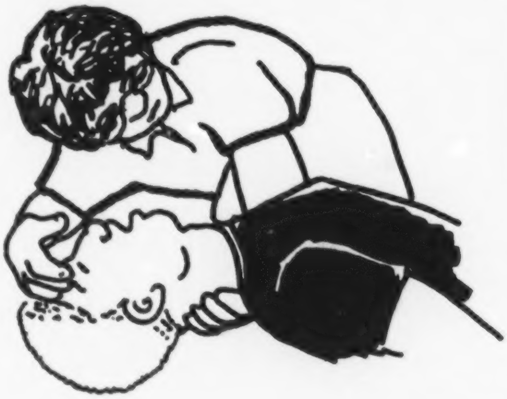
Is the chest moving up and down? (If so, the person is breathing.)

Place your ear next to the nose and mouth. Can you hear or feel any breathing?

If the person is breathing, stop. If the person is not breathing, go on to Step 2.



**Step 2.** Place the person on his or her back. Turn the head to the side and remove any food, gum or any other material that's in the mouth.

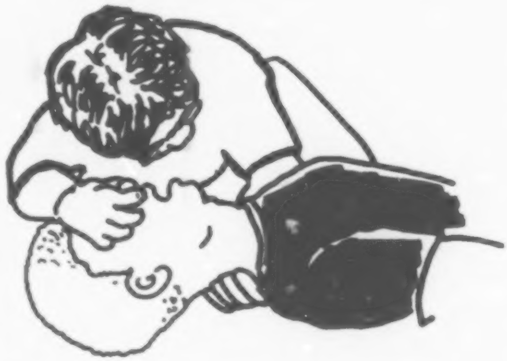


**Step 3.** Place one hand under the person's neck. Rest the other hand against his or her forehead. Gently pull the neck up and press the forehead down. This opens the air passage to the lungs.

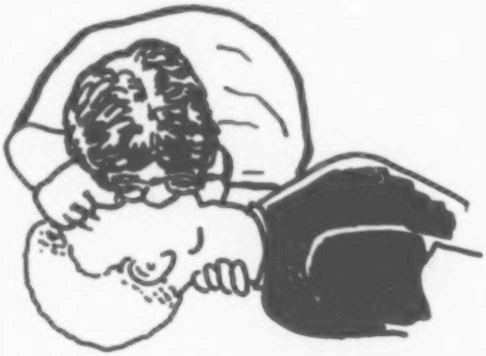
BEST COPY AVAILABLE

Name ______________________________

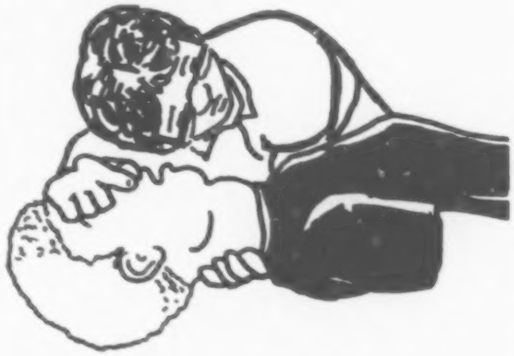
*Rescue Breathing (continued)*



**Step 4.** Pinch the person's nostrils closed. This prevents air from escaping when you breathe into his or her mouth.



**Step 5.** Take a deep breath. Seal your mouth tightly over the person's mouth and blow. You should see the chest rise as the lungs fill with air.



**Step 6.** Place your ear by the person's mouth. Listen for air coming out.

**Step 7.** If the person starts breathing, stop rescue breathing.

**Step 8.** If the person does not start breathing, continue pinching the nose closed and blowing a deep breath into the person's mouth every four seconds until the person starts breathing on his or her own.

Name ____________________________________________

# Emergency Word Search

*Directions:* Find the letters for the five things to do first in an emergency. Circle them on the grid. List them in order at the bottom of the page.

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| c | c | a | n | a | g | n | z | b | i | j | q | q | v | g | y |
| x | n | h | m | z | t | z | a | y | s | p | k | i | f | b | r |
| w | m | z | e | b | h | y | o | x | g | l | m | s | d | u | j |
| o | l | y | o | c | s | b | n | c | u | n | l | i | t | e | p |
| v | o | b | l | y | k | x | m | w | e | z | a | g | h | w | l |
| e | g | x | p | c | r | p | o | d | w | t | c | u | r | c | o |
| u | e | v | k | x | i | c | e | v | s | b | y | e | j | y | k |
| f | t | w | q | w | j | w | p | r | c | x | a | w | p | a | q |
| t | h | i | j | d | q | d | i | e | s | d | t | c | l | z | i |
| g | e | p | i | e | j | f | k | u | x | o | s | y | n | b | s |
| s | l | e | c | h | e | c | k | s | c | e | n | e | m | x | g |
| h | p | v | r | v | k | v | q | f | a | v | l | a | o | d | u |
| r | k | f | i | v | l | e | t | t | m | f | n | z | k | v | e |
| i | p | g | s | u | o | f | h | g | o | t | m | b | q | f | w |
| j | z | u | h | f | m | u | r | s | q | h | o | x | i | g | c |
| a | q | t | g | t | a | i | s | r | k | r | k | d | s | t | h |

1. ______________________

2. ______________________

3. ______________________

4. ______________________

5. ______________________

**TEACHER**

# Emergency Word Search

## *Key*

*Directions:* Find the letters for the five things to do first in an emergency. Circle them on the grid. List them in order at the bottom of the page.

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| c | c | a | n | a | g | n | z | b | i | j | q | q | v | g | y |
| x | n | h | m | z | t | z | a | y | s | p | k | i | f | b | r |
| w | m | z | e | b | h | y | o | x | g | l | m | s | d | u | j |
| o | l | y | o | c | s | b | n | c | u | n | l | i | t | e | p |
| v | o | b | l | y | k | x | m | w | e | z | a | g | h | w | l |
| e | g | x | p | c | r | p | o | d | w | t | c | u | r | c | o |
| u | e | v | k | x | i | c | e | v | s | b | y | e | j | y | k |
| f | t | w | q | w | j | w | p | r | c | x | a | w | p | a | q |
| t | h | i | j | d | q | d | i | e | s | d | t | c | l | z | i |
| g | e | p | i | e | j | f | k | u | x | o | s | y | n | b | s |
| s | l | e | c | h | e | c | k | s | c | e | n | e | m | x | g |
| h | p | v | r | v | k | v | q | f | a | v | l | a | o | d | u |
| r | k | f | i | v | l | e | t | t | m | f | n | z | k | v | e |
| i | p | g | s | u | o | f | h | g | o | t | m | b | q | f | w |
| j | z | u | h | f | m | u | r | s | q | h | o | x | i | g | c |
| a | q | t | g | t | a | i | s | r | k | r | k | d | s | t | h |

1. *Stay calm.*
2. *Check scene.*
3. *Check person.*
4. *Get help.*
5. *Give first aid.*

## LESSON

## 21

# Conflict: Causes and Prevention

## Objective

Students will be able to analyze differing points of view.

## Time

One or two class periods.

## Overview

This lesson explores the nature of conflict to provide a foundation for practicing conflict resolution in the next lesson. The lesson begins with a discussion of conflict—what it is, what causes it, positive and negative consequences of conflict, and reasons to reduce conflict. Pairs of students then roleplay potential conflict situations, taking different points of view.

## Integration

Language arts, social studies.

## Teacher Materials and Preparation

COPY:

✓ **Both Sides of the Picture** worksheet, one for each student.
✓ **I Saw It on TV** worksheet, one for each student (optional).

MAKE:

✓ Transparency or poster of **Picture of a Woman**.

REVIEW:

✓ **Violence Is a Public Health Emergency** ***Teacher Background Information.***

## Procedure

■ Tell students that the next two lessons are on resolving conflicts. Explain that before they discuss how to resolve conflict, they need to know what conflict is, what causes it, what it leads to and why it is important to resolve it.

Ask students to brainstorm the meaning of the word *conflict*. List their responses on the board. Responses may include fighting, disagreements, shooting, arguing, problems, difficulties. Use these responses to help students develop a definition of conflict, for example, "Conflict is a disagreement that involves strong feelings" or "A conflict is a fight."

Ask students for examples of conflicts that they have been involved in or have observed recently. Write these examples on the board. Ask students if they can see any similarities among these conflicts. (Save this list of conflicts for use in Lesson 22.)

What are the conflicts about? Point out some common causes of conflict, such as resources, needs, ideas or values. List these on the board and give some examples.

- Resources—There is only one comic book. Both you and your little brother want to read it.
- Needs—Your friend wants to talk about something, but you have a lot of homework to do.
- Ideas—You think your school mascot should be a tiger. Your friend thinks it should be a cheetah.
- Values—Your aunt gave you ten dollars for your birthday. Your parents want you to save it; you want to spend it.

Conflicts can occur anywhere—at school, home, on the job or in the community.

■ Ask students to describe some negative consequences of conflict (people stop being friends, someone gets hurt, tension, stress). List these on the board. Emphasize that conflict has many negative effects on health. Offer students some statistics from the **Violence Is a Public Health Emergency** ***Teacher Background Information*** to emphasize this point.

Tell students that the negative consequences of conflict mean it's important to learn to resolve conflict in peaceful ways. Add that conflict is not always bad. Explain that the harmful actions that result from conflict are the problem.

Tell students that conflict can also promote personal growth, stimulate creative ideas, and lead to increased understanding of issues and to closer relationships. Discuss some positive outcomes for the conflicts listed earlier or other conflicts that students in the class may have experienced. Examples include:

- You and your little brother want to read the same comic book. You decide to take turns reading it.
- Your friend wants to talk about something, but you have a lot of homework to do. You tell your friend you'll call her or him as soon as you finish your homework.

- You and your friend disagree about the school mascot. You each vote for your favorite, but the whole school decides.
- You and your parents have different ideas about what you should do with the ten dollars your aunt gave you for your birthday. You compromise by saving five dollars and spending five dollars.

Emphasize that we need to learn to reduce conflict that has negative consequences. Tell students that one way to reduce or resolve conflict is to prevent it. Ask students to brainstorm some skills that can help prevent conflict that has negative consequences. Possible responses include communication, cooperation, stress management, acceptable expression of strong feelings.

Ask students to list some of the things they've learned in health classes about communication and stress management (from Lessons 7, 12 and 13). Be sure responses include:

- the importance of positive messages
- appropriate ways to express anger
- using I-messages to talk about feelings

Stress that these techniques can help prevent conflict. Explain that if people take care of themselves, feel cared for and listened to by others, and care for others, we can reduce the negative consequences of conflict.

■ Show students the **Picture of a Woman** transparency or poster. Tell students to look carefully at this picture for 30 seconds, then ask them to describe what they see (an old woman, a young woman, or both).

Discuss the differences in what students see in the picture. Then comment that students are all looking at the same picture but seeing different things.

Ask students what this experience has to do with conflict. Point out that different people often see different things in the same situation. Help students conclude that people react differently or have different points of view in similar situations. Explain that these differences might relate to differences in personalities, needs and backgrounds.

Tell students that such differences can often cause conflict. Explain that if we can be open to understanding different points of view, we will be better able to prevent conflict. We will also have more chances to resolve conflict positively. Tell students they will be learning more about positive ways to handle conflict in the next lesson.

■ Tell students that the ability to see another person's point of view is also a communication skill. Tell students they are going to work in pairs to practice this skill. Distribute the **Both Sides of the Picture** worksheet.

Tell students they should pick two or three of the scenarios from the worksheet to roleplay. Explain that partners will take turns playing each character in the scenarios they roleplay. Add that when they are playing a role they should present only one position. They shouldn't try to resolve the conflict.

Tell students to choose their scenarios and agree on who will play each part. Tell them you will give them one or two minutes to act these parts, then you will signal that it's time for a change. Explain that when you signal, students are to switch roles for one to two minutes.

Tell students that when they switch roles, they should make the same general points as their partner did in the same role. However, they don't have to use exactly the same words in the same order.

*Optional:* Use one of the scenarios on the worksheet or a similar scenario to demonstrate the roleplay process before students begin their roleplays.

Have students begin the roleplays. Signal them to change roles after one or two minutes. Then have students repeat the same process with another scenario. When pairs have roleplayed two or three of the scenarios, ask for volunteers to demonstrate the different views presented in each scenario.

Discuss the roleplays. Ask students how it felt to switch points of view. Was it difficult? Was one type of role more difficult than the other? Ask students which role was easier. *Note:* If your class is familiar with plot analysis, you may want to use the terms *antagonist* and *protagonist* in this discussion.

## Evaluation

Assess students' work in the **Both Sides of the Picture** roleplays for their ability to analyze differing points of view.

## Follow-Up/Extension

Distribute the **I Saw It on TV** worksheet, and have students complete it as homework.

Have students develop puppet shows for or read stories about conflict resolution to younger students, perhaps their "little buddies." (*Actions for Health* Level 2 includes lessons focusing on conflict resolution.)

Set out several objects together in the center of the classroom to create a "still life." Encourage students to draw the still life from different locations. Point out that they are illustrating many sides of the same picture.

### *Vocabulary Challenge*

*resolution* (solution, disappearance of something, such as a problem or a disagreement)

### *Fabulous Fact*

Why doesn't food taste as good when you have a cold? (When you taste a food, you are actually smelling and tasting it. When your nose is stuffed up, it doesn't affect the taste buds on your tongue. However, the smells of the food don't reach the nerve cells high up in your nose. This dulls the food's taste.)

## Suggested Resources

*Across Five Aprils*. I. Hunt. New York: Berkeley Publishing Group. This children's story about a boy during the Civil War provides a context for discussing conflict resolution and violence prevention.

*Breaking Up Is Hard to Do*. National School Safety Center, 16830 Ventura Blvd., Suite 200, Encino, CA 91436. Offers an introduction to youth gangs and practical advice on preventing or reducing gang encroachment on schools.

Center to Prevent Handgun Violence, 1225 I St. NW, Suite 2000, Washington, DC 20005, or 703 Market St., Suite 1511, San Francisco, CA 94103, (415) 546-9189. Emphasis on gun safety and preventing handgun violence.

*Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom*. W. Kreidler. Glenview, IL: Scott-Foresman. This wonderful resource is full of activities and scenarios to help elementary school children learn about and practice a variety of strategies for conflict resolution.

Educators for Social Responsibility, 23 Garden St., Cambridge, MA 02138, (617) 492-1764. This organization provides materials and training on peace promotion and violence prevention on individual and global levels, including prevention of nuclear war.

*The 18th Emergency.* B. Byars. New York: Penguin Books. This children's story about a bully and how one victim learns to cope with the bully provides a context for discussing conflict resolution and violence prevention.

*Into Adolescence: Stopping Violence.* J. Post. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight focuses on the causes and prevention of violence, including conflict resolution.

National Association for Mediation in Education, 425 Amity St., Amherst, MA 01002. This organization provides training for teachers and help in setting up peer mediation programs for students.

National Crisis Prevention Institute, 3315-K N. 124th St., Brookfield, WI 53005. This organization provides materials and training for school staff and help to defuse student conflict or assault.

*Protecting Children from Gang Influence* and *Gangs? Not My Kid!* Chicago: National PTA. These one-page handouts for parents have useful tips and suggest other resources for dealing with concerns about gangs.

*Second Step Program: Preschool-Grade 8.* Seattle, WA: Committee for Children. This child abuse and violence prevention program emphasizes skills, e.g., empathy, interpersonal problem-solving, anger management and appropriate social behavior. Call 1-800-634-4449.

*Twenty and Ten.* C. Bishop. New York: Penguin Books. This children's story about passive resistance during World War II, in which people hide refugee children from the Nazis, provides a context for discussing conflict resolution and violence prevention.

# Violence Is a Public Health Emergency

## *Teacher Background Information*

Violence is a public health emergency. *Healthy People 2000,* the national health objectives for the year 2000, includes reduction of weapon carrying and physical fighting among adolescents ages 14 to 17. The report sets a goal "To increase to at least 50 percent the proportion of elementary and secondary schools that teach nonviolent conflict resolution skills, preferably as part of quality school health education."

Evidence from existing conflict resolution programs is overwhelmingly positive. For example, the majority of teachers involved in the Resolving Conflict Creatively program in the New York City public schools report less physical violence in the classroom and less name calling, with increases in caring, cooperation and the ability to understand another's point of view.

Student mediation programs in schools report significant decreases in violence. Project SMART, a program in seven of New York City's toughest schools, reports a decrease of 46 to 70 percent in suspension rates for fighting since its inception in 1983.

Other strategies suggested by experts include:
- decreasing cultural acceptance of violence
- decreasing aggressive behavior among parents and their children
- reducing the exposure of children and adolescents to violence in the media

### Statistics on Youth Violence

- Every day, ten American children ages 18 and under are killed in handgun suicides, homicides and accidents.
- Homicide is the leading cause of death for young black males ages 18 to 24. It is the second leading cause of death for all young people ages 18 to 24.

- Suicides among the 15 to 24 age group have tripled since 1970, making suicide the third leading killer of adolescents. Guns were used in 60 percent of teen suicides. Suicides among younger children, ages 10 to 14, doubled between 1980 and 1985, and more than half were committed with guns.
- Nearly 20 percent of all students in grades 9 to 12 reported they had carried a weapon at least once during the previous thirty days. (An estimated 135,000 bring weapons to school every day.) Male students (31.5 percent) were significantly more likely than female students (8.1 percent) to report having carried a weapon.
- Almost half of the boys (49 percent) and about one fourth of the girls (28 percent) reported having been in at least one fight during the past year. (A fight is defined as when two people hit each other or attack each other with weapons.)
- Alcohol and other drugs are involved in more than half of homicides, rape, child abuse and other violent acts.
- Most murders and other violent acts are committed between people who know each other. Fewer than half of high school students were aware of this.
- It is estimated that the average child is exposed to 8,000 television murders and 100,000 other acts of violence before entering seventh grade.

### References

American School Health Association, Association for the Advancement of Health Education and Society for Public Health Education. 1989. *National Adolescent Student Health Survey: A Report on the Health of America's Youth.* Oakland, CA: Third Party Press.

Center to Prevent Handgun Violence. 1989. Teen Suicide and Handguns. Washington, DC.

Center to Prevent Handgun Violence. 1990. Kids and Handguns. Washington, DC.

Centers for Disease Control and Prevention. 1986. *Youth Suicide Surveillance*. Atlanta, GA.

Centers for Disease Control and Prevention. 1990. *Youth Risk Behavior Survey*. Atlanta, GA.

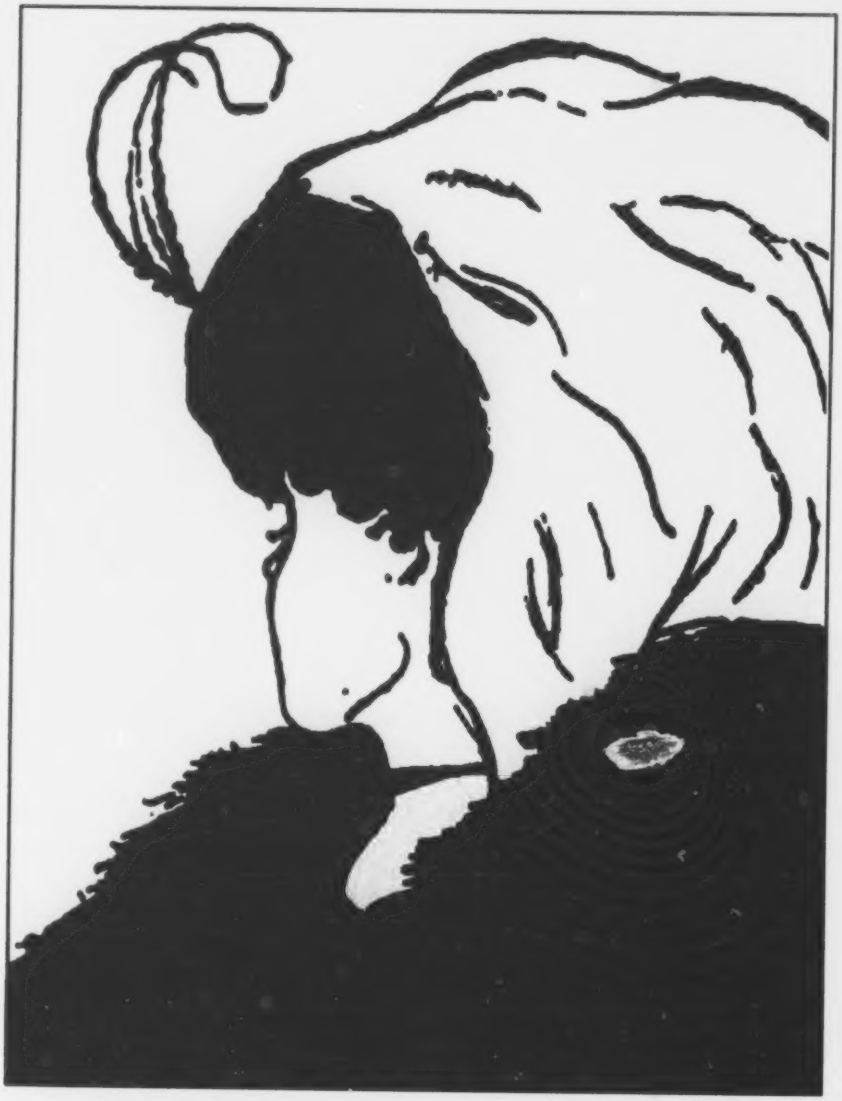
Goleman, D. 1992. Pioneering Schools Teach Lessons of Emotional Life. *New York Times*, 3 March.

Talking it out: Students Mediate Disputes. 1989. *Harvard Education Letter 5 (No. 1).*

U.S. Department of Health and Human Services, Public Health Service. 1991. *Healthy People 2000*. DHHS Publication No. (PHS) 91-50212. Washington, DC.

**TEACHER**

# Picture of a Woman



Picture designed by the American psychologist E. G. Boring.

BEST COPY AVAILABLE

Name ____________________________________________

# Both Sides of the Picture

## Tuning in to TV

Role 1: You are a sixth grader who wants to watch your favorite TV program.

Role 2: You are a younger brother or sister who is watching cartoons at the time of your older brother or sister's favorite show.

## Music Madness

Role 1: You have been hearing about a new music tape all week, and you can't wait any longer to get it. You want your mom or dad to take you downtown to get it as soon as she or he gets home from work.

Role 2: You are tired after a long day at work. Dinner needs to be made. You don't see why your son or daughter needs to have the tape immediately.

## An Old Story

Role 1: You are Goldilocks and you are hungry after a long walk in the woods.

Role 2: You are Papa or Mama Bear and you are angry that someone ate the breakfast you got up early to prepare.

## Guns—Pro and Con

Role 1: You believe a person should have the right to carry a gun and learn to be careful with it.

Role 2: You believe guns are dangerous and the only way to avoid senseless killings is to ban handguns.

Name ______________________________

*Both Sides of the Picture (continued)*

## Feelings About Friends

Role 1: You told a classmate that your friend isn't very cute.

Role 2: You heard about what your friend said about you and you are upset.

## To Smoke or Not to Smoke

Role 1: You are a junior high student who gets cigarettes from a high school student. You want your friend to smoke with you.

Role 2: You know smoking is bad for your health. You don't want to try cigarettes.

Name ____________________________________________

# I Saw It on TV

*Directions:* Answer the following questions about a conflict on a television program you watch.

1. Describe the conflict. ______________________________
   ______________________________________________
   ______________________________________________

2. What caused the conflict? ___________________________
   ______________________________________________
   ______________________________________________

3. Were there any negative results (consequences) of the conflict? ________
   If so, what were they? ______________________________
   ______________________________________________

4. Were there any positive results (consequences) of the conflict? ________
   If so, what were they? ______________________________
   ______________________________________________

5. Do you think it would have been better to prevent this conflict? ________
   Why? __________________________________________
   ______________________________________________

6. Suggest some ways the conflict might have been prevented. __________
   ______________________________________________
   ______________________________________________
   ______________________________________________

# LESSON

# 22

# Negotiation and Conflict Resolution

## Objectives

Students will be able to list ways to resolve conflict.

Students will be able to demonstrate negotiation skills.

## Time

Two class periods.

## Overview

This lesson helps increase students' awareness of how their actions affect the outcome of a conflict. It also helps students learn to negotiate a "win-win" solution to a conflict.

To begin the lesson, students complete a self-assessment of their behaviors during conflict. They discuss behaviors that "cool down" or "heat up" conflict. They then play a game that illustrates the important role of cooperation and negotiation in conflict resolution. Students look at a poster that reviews behavior that can cool down conflict and watch a scenario that demonstrates the negotiation steps. They then apply these steps to some typical conflicts.

## Integration

Language arts, social studies.

## Teacher Materials and Preparation

HAVE:
- ✓ **Cool Down Conflict,** an *Actions for Health* poster. (See example on teacher page.)
- ✓ One or two large bags of M & M's.
- ✓ List of conflicts generated by students in Lesson 21.

COPY:
- ✓ **How I Handle Conflict** worksheet, one for each student.
- ✓ **Using the Negotiation Steps** worksheet, one for each student.

MAKE:
- ✓ Transparency or poster of **Changing the Temperature.**

PREPARE:
- ✓ Arrange for a student volunteer to help you present the **Let's Negotiate** scenario.

REVIEW:
- ✓ Directions for "W & W's" game in Procedure. (The game is played with M & M's but try to call them W & W's.) This game illustrates the type of situation students should try to achieve when resolving a conflict, i.e., a "win-win" solution. Students get the most M & M's if

they cooperate rather than compete. The strategy for winning is to flip arms back and forth as fast as possible, but many students will not catch on because they are so used to competing in arm wrestling.

✓ **Let's Negotiate.**

## Procedure

■ Ask students what skills help prevent or reduce conflict (stress management, appropriate expression of strong feelings, being a good listener). Point out that even when people use these skills conflict arises; it is part of life.

Tell students that we need to know how to reduce the possible negative consequences of conflict. Review some of the negative consequences of conflict listed in Lesson 21 (fighting, violence).

■ Distribute the **How I Handle Conflict** worksheet. Tell students this worksheet offers them a chance to look at how they handle conflict. Ask students to look at the list of ways to handle conflict and complete the worksheet by marking how often they use each of these ways to handle conflict.

Encourage students to answer the questions honestly. Tell them they will not be graded on their answers and they don't have to share any answers they don't want to share.

When students have completed the worksheet, go over the list of behaviors. Ask how many students checked "usually" for each of the actions on the worksheet. Ask students to brainstorm any other ways they handle conflict. Have students add these techniques to the list on the worksheet.

■ Show students the **Changing the Temperature** transparency or poster. Ask students how each of the actions on the **How I Handle**

**Conflict** worksheet would affect the conflict. Would the action be more likely to heat up the conflict (make it worse) or cool it down (reduce it)?

Write each action by an appropriate spot on the thermometer. Write the actions that students think could do either at both the top and the bottom of the thermometer. Star any actions that students agree often help cool down or resolve conflict—for example, talk it out, apologize.

■ Tell students that now they are going to play a game that will illustrate an important point about conflict resolution. Introduce the "W & W's" game. Have students pick partners, and ask partners to sit facing each other across a desk or table.

Have students put their arms in an arm wrestling position (hands clasped, arms bent at the elbow, elbows resting on the table or desk). Have two students demonstrate if necessary. Emphasize that this is not an arm wrestling game, even though the position is the same.

Put out a big bowl of W & W's (M & M's) where everyone can see them. Tell students that the object of the game is for each person to get as many points as possible. Explain that after the game, they will get a W & W for each point they earn. Give students the following rules:

- Each time the back of your partner's hand touches the desk you get a point. Each point is worth a W & W.
- Partners keep track of their own points.
- The game will start with the word *go.*
- Students will have 30 seconds to play.

Start the game. Stop after 30 seconds. Ask students how they scored. Discuss strategies students used to gain points. Did students automatically compete? Did one person's gain mean the other person's loss? What did partners gain by cooperating?

Tell students they can play the game for ten seconds more. Suggest that they may want to use some of the suggestions for cooperating offered by other students.

At the end of the game, point out that students who cooperated got the most W & W's, or rewards for their actions. Ask students how cooperation relates to conflict resolution. Explain that one of the most common and effective ways of resolving conflicts is to cooperate—to see that everyone involved gets something.

Tell students that when everyone wins, or gets something he or she wants, the solution is called a "win-win" solution. Explain that during the game you called the M & M's "W & W's" because the W's stand for win-win. Point out that W's are M's turned upside down. Hand out W & W's for game points earned.

■ Show students the **Cool Down Conflict** poster. Compare the actions listed on the poster with the starred items on the **Changing the Temperature** transparency or poster. Discuss the different ways to cool down conflict.

Tell students that these lists of ways to cool down conflict include many ways to resolve conflict. Explain that different techniques work better in different situations. Ask students to suggest some situations in which walking away would cool down the situation.

Acknowledge that walking away can be hard to do, but emphasize that it can be a good way to avoid conflict. Add that walking away often helps to cool down conflict, but that usually some other technique is needed later to resolve the conflict after the situation cools down.

Tell students that thinking before you speak gives you time to cool down. Remind students of the technique of counting to ten.

Explain that talking it out can result in several kinds of positive solutions. These include:

- both people getting what they want
- both people getting part of what they want (compromise)
- agreeing to let the other person have what she or he wants or needs without getting what you yourself want

Add that apologizing or asking the other person to apologize can also result in these different types of solutions. Tell students that making a

joke is often used as part of talking it out. Laughter may help cool down and sometimes even resolves conflict. Explain that asking for help from someone else may work if time or help is available.

■ Tell students that talking it out is also called negotiation. Explain that negotiation is one of the most common and useful ways to resolve conflict.

Emphasize that negotiation works best if the people involved start by stating that they want to resolve the conflict. Tell students they already have learned some of the skills that are involved in the negotiation process—giving I-messages (Lesson 13) and understanding the other person's point of view (Lesson 21).

Tell students you are going to demonstrate the steps of the negotiation process. Ask a student volunteer to help you with this demonstration. With the volunteer, read the **Let's Negotiate** script.

■ Show students the transparency or poster of **Steps in Negotiation**. Tell students these are the steps in the negotiation process that the **Let's Negotiate** script just demonstrated. Discuss the steps with students.

Point out that the first step—Describe your point of view and your feelings—is similar to an I-message. Ask students to identify the I-message in the **Let's Negotiate** script ("I am upset because I told you a secret…").

Tell students that Step 2—Listen to the other person's point of view and feelings—means listening to an I-message. It gives you another point of view. Ask students what Laura's point of view was in the **Let's Negotiate** script ("I kept my promise to you. I'm upset because you are accusing me of breaking it").

Tell students that Step 3—In your own words, say what you think the other person said—helps you check that you understand the other point of view. Ask students how Andrea and Laura used this step in the **Let's Negotiate** script (Andrea: "You say that you didn't tell Jim's friend." Laura: "You're saying you don't believe me").

Add that you can ask the other person to describe what she or he thinks you said to check if she or he understands your point of view. Point out that both Andrea and Laura used Step 3.

Move to Step 4—Suggest solutions. Explain that both people may agree on the first solution or they may need to suggest many solutions, then choose. Review the suggested solutions in the **Let's Negotiate** script (telling Jim's friend it isn't true, Laura apologizing, Andrea apologizing, asking Jim's friend where he heard the rumor). Tell students that if either person doesn't like a solution, he or she can simply say "I can't live with that" or "I don't like that idea."

Move to Step 5—Agree on a solution. Tell students that solutions are usually better when both people get something they want. Ask students what solution Andrea and Laura were able to agree on.

Tell students that Step 6—Talk about how to avoid this type of conflict in the future—is optional but can be very important. Ask students what Andrea and Laura might do to avoid having the same type of conflict again (agree to ask what happened first instead of accusing one another).

*Optional:* Use a recent conflict experienced in your school to go through the steps again. Have students suggest the dialogue.

■ Distribute the **Using the Negotiation Steps** worksheet. Review the list of conflicts from Lesson 21. Tell students to work with their partners from the W & W's game to use the negotiation steps to negotiate a solution to one of these conflicts. Explain that each student should write what he or she would say under the appropriate step on the worksheet.

## Evaluation

Assess students' responses in class discussion for their ability to identify ways to resolve conflict.

Assess students' work on the **Using the Negotiation Steps** worksheet for their ability to demonstrate how negotiation is used to settle conflicts.

# Home/Family Involvement

Invite family or community members to speak to the class about careers that involve conflict resolution, e.g., town/city moderator, sports referee, lawyer, mediator.

# Follow-Up/Extension

Set up a classroom and/or school conflict management plan. The plan could involve training student mediators to help settle conflicts for students who are having trouble negotiating on their own. (See Suggested Resources in Lesson 21.) The National Association for Mediation in Education provides help in setting up peer mediation programs for students.

Have students read excerpts from the writings of Mahatma Gandhi, Martin Luther King, Jr., and others who have endorsed nonviolence and civil disobedience. Ask students to report to the class. Discuss how these writings relate to classroom efforts to resolve conflict peaceably.

### *Vocabulary Challenge*

*negotiate* (to work out, discuss with a view to reaching an agreement)

### *Fabulous Fact*

Why do you feel thirsty? (There are two possible reasons. You may have been sleeping or breathing with your mouth open, so that the air has dried up the saliva in your mouth. Or the amount of water in your blood may be getting low. Blood is made up of about 90 percent water. The nerve cells in your throat send a message to your brain to let it know you are thirsty. When you drink something, your mouth will stop feeling dry, and water will go from your stomach to the bloodstream and then to your cells.)

Name ______________________________

# How I Handle Conflict

*Directions:* Look at the list of behaviors below. Check the box that describes how often you act in a certain way when involved in a conflict.

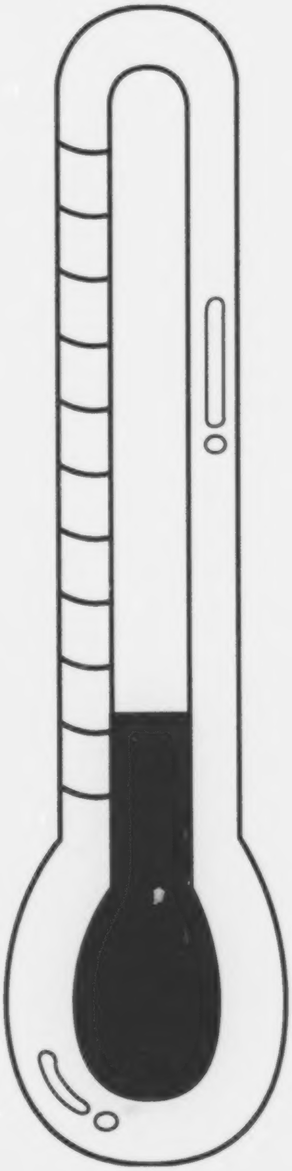
## When I Get Involved in a Conflict I...

| | Usually | Sometimes | Rarely |
|---|---|---|---|
| 1. Get away or keep quiet. | ☐ | ☐ | ☐ |
| 2. Apologize. | ☐ | ☐ | ☐ |
| 3. Get my friends to gang up on the other person. | ☐ | ☐ | ☐ |
| 4. Swear or yell. | ☐ | ☐ | ☐ |
| 5. Ask for help. | ☐ | ☐ | ☐ |
| 6. Make a joke to lighten things up. | ☐ | ☐ | ☐ |
| 7. Pretend there is no conflict. | ☐ | ☐ | ☐ |
| 8. Talk it out. | ☐ | ☐ | ☐ |
| 9. Hit, kick or wrestle. | ☐ | ☐ | ☐ |
| 10. Ask the other person to apologize. | ☐ | ☐ | ☐ |

**TEACHER**

# Changing the Temperature

**Heat Up (Make Worse)**

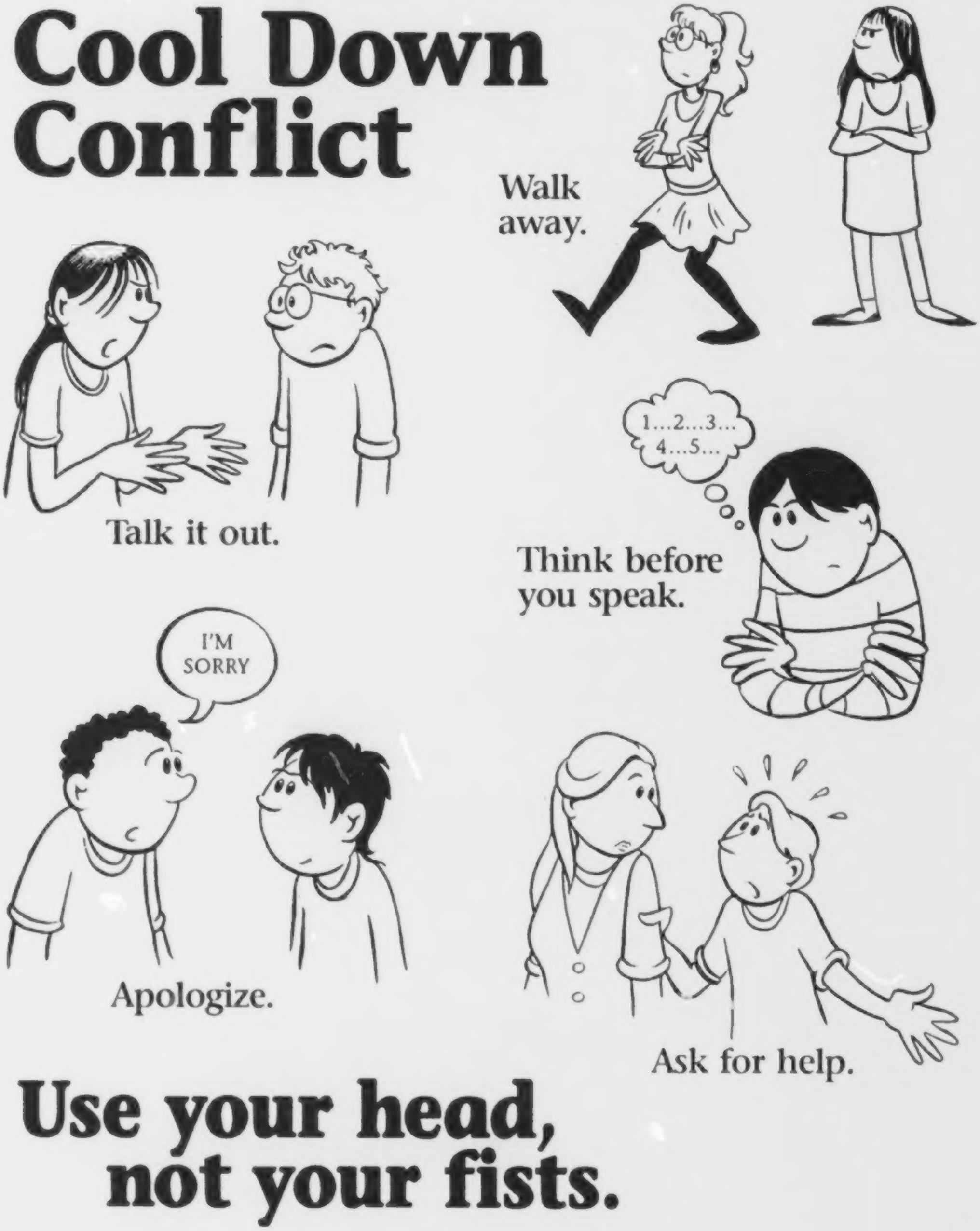


**Cool Down (Reduce)**

**TEACHER**

# Cool Down Conflict

*An* Actions for Health *Poster*



Cool Down Conflict

Walk away.

Talk it out.

Think before you speak.

Apologize.

Ask for help.

Use your head, not your fists.

**TEACHER**

# Let's Negotiate

*Directions:* Set the scene by reading the conflict to students. Then read each step and have a student read one girl's statements while you read the other's. Or have two students read the girls' dialogue.

## The Conflict

Andrea and Laura were good friends. Andrea told Laura that she had a "crush" on Jim and made her promise not to tell anyone.

Andrea saw Laura hanging around with Jim's friends that night before the basketball game. The next day Jim's best friend drew a heart on Andrea's notebook that said "Andrea and Jim." Andrea felt her face get beet red from embarrassment. She felt very angry with Laura.

Andrea told Laura she was angry. The girls agreed that they wanted to work out the problem. Here is one solution Andrea could negotiate with Laura.

## Negotiation Steps

*Step 1:* *Describe your point of view and your feelings.*

Andrea: "Look what Jim's best friend drew on my notebook in class today."

Laura: "Really. I wonder where he got that idea."

Andrea: "You know where. I am upset because I told you a secret and you broke your promise not to tell. I was so embarrassed when Jim's friend drew that heart on my notebook."

*Step 2:* *Listen to the other person's point of view and feelings.*

Laura: "Hey, just wait a minute! You don't have any proof that I told Jim's friend. I kept my promise to you. I'm upset that you are accusing me of breaking it."

*Let's Negotiate (continued)*

*Step 3:* *In your own words, say what you think the other person said.*

Andrea: "You say that you didn't tell Jim's friend. But I don't see how else he could have found out."

Laura: "You're saying you don't believe me, but I really am telling the truth."

*Step 4:* *Suggest solutions.*

Laura: "What can we do so we can be friends again?"

Andrea: "You could tell Jim's friend that it isn't true."

Laura: "That won't help because it *is* true. Besides, why would I say that to him if I'm not the one who told him?"

Andrea: "You could apologize to me for not keeping a secret."

Laura: "I am not going to apologize because I didn't do it. You could apologize to me for not believing me."

Andrea: "I don't think so. Not yet, anyway. I could ask Jim's friend where he heard the rumor."

*Step 5.* *Agree on a solution.*

Laura: "Sounds good. Then you'll find out I'm telling the truth and we can be friends again."

Andrea: "All right. I'll ask him tomorrow."

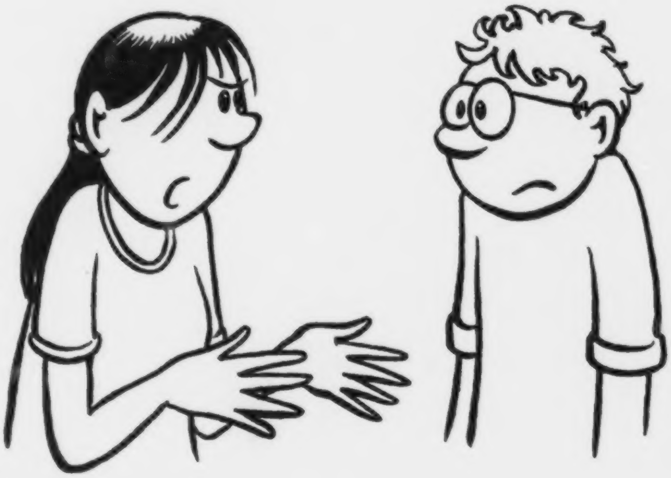
## The Conflict Is Resolved

The next day Andrea asked Jim's friend why he drew the heart. She found out that he'd seen a note written by another girl in the class. Andrea apologized to Laura and they stayed friends.

TEACHER

# Steps in Negotiation

1. Describe your point of view and your feelings.
2. Listen to the other person's point of view and feelings.
3. In your own words, say what you think the other person said.
4. Suggest solutions.
5. Agree on a solution.
6. Talk about how to avoid this type of conflict in the future.



Name ____________________________________________

# Using the Negotiation Steps

*Directions:* Pick a conflict from the list your teacher gives you. Use the negotiation steps to work with your partner to settle this conflict. Write what you would say under each step.

1. Describe your point of view and your feelings. ____________________
   ____________________________________________
   ____________________________________________
2. Listen to the other person's point of view and feelings. ______________
   ____________________________________________
   ____________________________________________
3. Say what you think the other person said in your own words. __________
   ____________________________________________
   ____________________________________________
4. Suggest solutions. ______________________________
   ____________________________________________
   ____________________________________________
5. Agree on a solution. ____________________________
6. Talk about how to avoid this type of conflict in the future. ____________
   ____________________________________________
   ____________________________________________
   ____________________________________________

# UNIT VII

# Avoiding Substance Use

XXX
WHISKEY
MASTER BREW
BEER

# LESSON

# 23

# Resisting Influences on Drug Use

## Objective

Students will be able to list ways to resist influences on drug use.

## Time

One or two class periods.

## Overview

**Unit VII: Avoiding Substance Use** has two lessons about drug use. This first lesson helps students examine the reasons people use drugs and identify healthy alternatives to drug use. The lesson begins with a questionnaire to check students' knowledge about substance use. Students then hypothesize about why people use drugs. They consider the validity of these reasons, review refusal skills and identify alternative ways of addressing feelings.

## Integration

Language arts, science.

## Teacher Materials and Preparation

HAVE:

✓ **Steps to Saying No** transparency or poster, from Lesson 14.

COPY:

✓ **Drug Myths and Facts** worksheet, one for each student and one additional copy.
✓ **The Truth About Drugs** worksheet, one for each student.

PREPARE:

✓ Look at the **Peer Prevention Panel** ***Directions*** in Lesson 24 to begin preparations for that lesson.

REVIEW:

✓ **Drug Prevention Education** ***Teacher Background Information.***
✓ **Drug Myths and Facts** ***Key.***

## Procedure

■ Acknowledge that students hear a lot about the dangers of tobacco, alcohol and other drugs. Tell students you are going to begin this unit on drug use with a **Drug Myths and Facts** worksheet to check what they know.

Explain that this worksheet will not be graded. Class discussion of the worksheet will help them fill any gaps in their basic knowledge. Add that the focus of this lesson is on behavior—what they do with this information in the real world. Tell students that during the next health class, a panel of high school students will visit the class to share their views and experiences regarding drug use—influences, choices, consequences and alternatives.

Distribute the **Drug Myths and Facts** worksheet. Have students work with partners to answer the questions. Tell students they must discuss the answers with their partners and that both partners must agree on the answers. Tell them they may agree to disagree on no more than one answer.

■ When students have completed the worksheet, discuss it with the class. Have students raise their hands to indicate which answer they chose for each question. Record how many students chose each answer on a separate copy of the questionnaire.

Write the number of students who answered each question correctly on the board. (See the **Drug Myths and Facts** ***Key.***) Ask students who answered the questions correctly to explain their choices. Discuss any misconceptions or questions students have, and end the discussion of each question by stating or restating the correct answer, using information from the **Drug Myths and Facts** ***Key***.

Conclude the discussion by summarizing student knowledge level—what they know well, what they don't know, answers that surprised them, etc. Point out that many students probably knew the correct answers to factual questions about the harmful effects of drugs, as in questions 2 and 5.

■ Suggest that many young people and adults know the facts about drugs but use drugs anyway. Share a few facts on drug use from the **Drug Prevention Education** ***Teacher Background Information***. Observe that facts alone don't seem to be enough to get people to develop and maintain healthy habits.

Ask students why young people might use drugs even when they know drugs are harmful. Write student responses on the board. Encourage students to elaborate on their comments by asking questions such as What do you mean? or What do others think? or Do drugs really make you cool?

*Note:* Caution students not to use names during this discussion. Suggest they use phrases such as "I know someone who...." You may want to review class groundrules before this discussion. (See How to Use This Curriculum.)

When students have listed five or six reasons that people use drugs, mention some other common reasons listed in the **Drug Prevention Education *Teacher Background Information***. Ask students how important these reasons are.

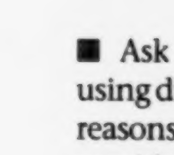
Tell students that three factors that affect our personal health also affect drug use—heredity, environment and behavior. Remind students that these factors also affect other health habits discussed in Unit II. Identify the factors influencing each of the reasons people use drugs that students have listed. Factors include:

- Environment—external influences of media, peers, family, and community norms.
- Behavior—internal needs, feelings.
- Heredity—Families have a genetic as well as environmental influence on drug use. People from families of alcoholics and drug addicts may have a higher risk of becoming addicted and may need to be especially careful about making choices.

■ Ask students what they think would prevent young people from using drugs. Accept a few general comments. Then go over several of the reasons given for drug use and ask students about alternative ways to meet internal needs.

For example: Young people use drugs to be cool. Ask students if drugs really can make a person feel cool (no). Explain that some people think drugs make them feel good temporarily, but in the long run they feel much worse.

Emphasize that people have to feel good about themselves from the inside. Talk about healthy, alternative ways to feel cool, such as being funny, being good at a sport, playing music or participating in some other popular activity.



When students bring up saying no as an important way to stay off drugs, review the **Steps to Saying No** transparency or poster, from Lesson 14:

1. Say no clearly.
2. Give a reason. Use an I-message.
3. Say no firmly. Use tone of voice, body language and facial expressions.
4. Suggest something else to do.

Point out the role of alternatives (Step 4) when saying no to external as well as internal influences.

■ Tell students that a panel of high school students will be coming to the next health class. Ask if they have questions they would like to ask the high school panel. Explain that you will give the panel a few questions to respond to at the beginning of the class, then students will have time to ask other questions.

Distribute the **The Truth About Drugs** worksheet. Tell students this worksheet will help them review today's discussion and prepare for the Peer Prevention Panel presentation. Tell them to add this worksheet to their health folders.

## Evaluation

Assess students' responses on the **The Truth About Drugs** worksheet and in class discussion for their ability to identify influences on drug use decisions.

# Follow-Up/Extension

### *Vocabulary Challenge*

*addiction* (dependency). Drug addiction refers to the continued use of a drug even when it causes serious health problems and problems at home, at school or on the job. People are addicted when they need a drug to feel normal.

### *Fabulous Fact*

Why do you sneeze? (Usually you sneeze to get rid of an irritation in your nasal passage. Sneezing is a reflex or automatic body action. The nose senses something in the breathing passage and signals the brain to get rid of it. The brain tells the ribs and diaphragm to sneeze to expel the object or irritation.)

# Suggested Resources

*Into Adolescence: Avoiding Drugs*. D. Evans and S. Giarratano. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight helps arm students with the decision-making and refusal skills to resist the drugs most used by adolescents.

*My Best*. Agency for Instructional Television. This series of six 15-minute videos and teacher materials was developed for junior high students. Videos emphasize identifying risks and pressures to use drugs and decision-making and refusal skills.

# Drug Prevention Education

## *Teacher Background Information*

Drugs are substances that change the way people think, feel and act. They can be very harmful to the brain, heart, lungs and other body parts. Some drugs can kill people the first time they are used.

### Types of Drugs

The following list includes brief descriptions of major drug groups.

- *Inhalants*—a group of chemicals, often found in household products, that give off fumes and have a drug-like effect on the user. Examples: glue, paint thinner, lighter fluid, white-out fluid, spray cans.
- *Depressants*—drugs that slow down the brain and body. Examples: alcohol, barbiturates.
- *Stimulants*—drugs that speed up the body. Examples: tobacco, marijuana, cocaine.
- *Narcotics*—depressants that are sometimes used to relieve pain. Examples: morphine, codeine, heroin.
- *Cannabis*—Drugs from cannabis plant, which contain THC. Marijuana is the most commonly used type of cannabis.
- *Hallucinogens*—drugs that make people imagine things. Examples: PCP (angel dust), LSD.

### Drug Effects

Alcohol slows down the body. This effect makes it difficult for people to think or move as they usually do. People often do things that are harmful to their health when under the influence of alcohol—e.g., drive carelessly and get in crashes, get in fights that injure themselves and others. Alcohol affects the brain and the liver.

The following drinks have the same amount of alcohol:

- 1-1/2 oz. of hard liquor (one shot)
- 5 oz. of wine (one glass)
- 9 oz. wine cooler (one bottle)
- 12 oz. beer (one can)

Tobacco use is the leading preventable cause of death in the United States. Tobacco use causes lung disease, emphysema, heart attacks, chronic bronchitis, and mouth and throat cancer. Tobacco smoke contains harmful ingredients such as carbon monoxide (takes oxygen from the body), tar (clogs lung cells) and nicotine (one of the most poisonous substances in nature). Tobacco use causes the heart to beat faster, causes the body to need more oxygen and can clog arteries and lead to strokes. Smoking makes the smoker's breath, hair and clothes smell. Smoking usually makes people short of breath, which interferes with athletic performance.

Marijuana is a drug made from dried leaves and flowers of the hemp plant. It is usually smoked. Marijuana contains tar and nicotine as well as another drug that affects the mind. Marijuana can cause fast heartbeat, blood-shot eyes and dry mouth. It also slows down thinking and reaction time and can lead to cancer or emphysema (just as cigarettes can).

Cocaine is a white, crystalline powder that looks like sugar. It is usually inhaled through the nose. Cocaine is highly addictive. Its use can affect sleeping and eating patterns. Cocaine affects the brain, heart and nervous system. It can kill the first time it is used by affecting the heart.

Crack is a form of cocaine that is often smoked or added to tobacco. It is also highly addictive, can increase pulse rate and raise blood pressure and affects the brain, heart and nervous system.

Alcohol, tobacco, marijuana, cocaine and crack all make it harder for people to think clearly and to control their actions.

### Drug Use Statistics

Studies indicate that many teenagers are using drugs. Some recent findings include:

- Two out of three high school seniors use alcohol and other drugs at least once a month.
- One out of six seniors smokes marijuana daily.
- One out of five seniors uses illegal drugs.

- During the 1970s, teen smoking rates declined sharply. During the 1980s, they leveled off, while the adult smoking rate declined by 15 percent. During the 1980s, the money spent by tobacco companies for advertising tripled, and new ads were targeted at young people. Joe Camel, one popular ad character, was introduced in 1987. From 1987 to 1992, teen smoking increased 10 percent.

The problem starts early:

- One out of six children ages nine to twelve has been approached about using drugs.
- The average age of first use of alcohol and other drugs is twelve and a half years.
- Sixty percent of all smokers begin smoking by age fourteen.
- Three thousand children start smoking every day in the United States.

### Reasons Young People Use Drugs

Most people do not use drugs. Most adults drink alcohol only in moderation. Only one in three adults smokes. Advertisements and friends suggest that everyone smokes or drinks when they want to pressure others to do the same.

Common reasons young people give for using drugs include:

- to feel like a superstar (or someone else)
- to satisfy curiosity about getting "buzzed" or "high"
- to avoid painful feelings (e.g., boredom, loneliness, depression, frustration, sadness, fear, vulnerability, hopelessness)
- to be "in" or "cool"
- to relax
- to rebel
- don't know how to resist pressure
- don't believe drugs can hurt them

Students have many healthy, alternative ways to take risks, have fun and deal with unpleasant feelings.

## Drug Addiction

Many drugs, even tobacco and alcohol, are hard to stop using. In other words, people get "hooked" or addicted to these drugs. It is easier not to start using.

People who use drugs are not "bad." They have a problem and need help. Alcoholism and other drug addictions are chronic diseases. People who are addicted can get better if they get help, but they are never cured.

Alcoholism and other drug addictions are family diseases. They affect the behavior of the whole family. Nationally, about 25 percent of children are affected by the addiction of family members or close friends to one or more drugs.

Children who live in families with drug problems didn't cause the problem and they can't cure or control it. They can learn how to cope with it, however, and go on with their own lives.

Some experts believe that young people who use alcohol, tobacco or marijuana are more likely to use other harmful drugs. For this reason, these drugs are called "gateway" drugs.

The younger people are when they use a drug, the quicker they are likely to become addicted. A preadolescent may become addicted in five to fifteen weeks; an adolescent may become addicted in five to fifteen months; an adult may become addicted in five to fifteen years.

## Responding to Children's Disclosures

Because of the importance of teachers in the lives of children, children may disclose family problems such as substance use to them. This is especially likely to happen during or following a unit on drug use. You may also notice changes in behavior that indicate family problems with substance use or other stresses.

As a teacher, your primary role is to educate children about academic subjects, including health. However, you also have a responsibility to notice children's behavior, to be supportive of children and to inform

staff who are trained to help them with emotional or physical problems, i.e., the substance abuse counselor, guidance counselor and/or the school nurse.

If a child begins to disclose a personal or family problem during a class discussion, let him or her know that this subject is appropriate to talk about privately. After the discussion is over, arrange a time to talk with the child.

When talking privately with a child, follow these guidelines:

- Listen carefully; ask questions only to clarify information.
- Praise the child for telling someone about his or her concern.
- Validate the child's perceptions.
- Reassure the child that it is not her or his fault.
- Encourage the child to talk to parents or appropriate family members about the concern.
- Encourage the child to take good care of herself or himself, to eat well, get enough rest, spend time with friends, work hard in school.
- Follow district policy and state laws regarding reporting the disclosure to appropriate authorities.

## Recognizing Children in Trouble

The following symptoms, individually or together, may indicate a child in trouble. These symptoms may apply to a variety of stressors in addition to substance use, e.g., child abuse and divorce.

- drop in grades and effort in school
- frequent complaints of physical symptoms, e.g., headache or stomachache, with no apparent illness
- change in mood; a normally cheerful child stops smiling or a quiet child becomes rude and loud
- withdrawal from friends and classmates
- increased irritability or aggressive behavior
- obsession with or detailed knowledge of a topic such as sexual abuse or drugs

If a child shows these signs, contact the parents or other adult family members and share your concern. If family members identify a problem that may be causing stress and these changes in behavior, talk with the child about it and let the school or district substance abuse or guidance counselor know.

If family members do not have any explanation for the change in the behavior and the signs continue, talk with the child privately to let her or him know that you have noticed a change. Ask if the child is upset about something and if there is anything he or she wants to talk about.

Inform the substance abuse or guidance counselor about your concern and the results of this conversation. Follow district and school policy and state laws regarding referrals.

## References

National Institute on Drug Abuse. 1992. *High School Senior Survey 1975–1991*. Rockville, MD.

Tye, J. 1987. *Stop Teenage Addiction to Tobacco*. Palo Alto, CA: Stop Teenage Addiction to Tobacco.

U.S. Department of Health and Human Services. 1989. *Surgeon General's Report: Reducing the Health Consequences of Smoking, 25 Years of Progress*. Rockville, MD.

Name ________________________________________

# Drug Myths and Facts

*Directions:* Work with your partner to decide if each of these statements about drugs is incorrect—a myth—or correct—a fact. Circle the word *myth* or *fact* for each statement.

1. Myth Fact Wine coolers contain alcohol.
2. Myth Fact Tobacco smoke can be harmful to nonsmokers, too.
3. Myth Fact Other people can cause people to drink alcohol or use other drugs.
4. Myth Fact People who are addicted to drugs need special help.
5. Myth Fact Drugs damage only the lungs and heart.
6. Myth Fact Automobile crashes are the top killer of young people of high school and college age (ages 15–24).
7. Myth Fact Marijuana is the most commonly abused drug in the United States.
8. Myth Fact Almost all adults drink alcohol.
9. Myth Fact It is easy to stop using a drug if you change your mind after you start.
10. Myth Fact A person who is rich and popular can be addicted to alcohol or other drugs.

**TEACHER**

# Drug Myths and Facts

## *Key*

*Directions:* Work with your partner to decide if each of these statements about drugs is incorrect—a myth—or correct—a fact. Circle the word *myth* or *fact* for each statement.

1. Myth [✓ Fact] Wine coolers contain alcohol.

**Fact.** One 9-ounce wine cooler contains the same amount of alcohol as one glass of wine (5 oz.), one can of beer (12 oz.) or one shot of whiskey (1-1/2 oz.).

2. Myth [✓ Fact] Tobacco smoke can be harmful to nonsmokers, too.

**Fact.** Secondhand smoke is dangerous to anyone around the smoker. Several studies have shown increased health problems among people living with smokers (e.g., bronchitis, pneumonia). Secondhand smoke contains more of some poisonous gases than the smoke inhaled by the smoker.

3. [✓ Myth] Fact Other people can cause people to drink alcohol or use other drugs.

**Myth.** People choose whether to drink or use other drugs. No one else can cause a person to drink or use other drugs.

4. Myth [✓ Fact] People who are addicted to drugs need special help.

**Fact.** People who become addicted to drugs have problems and need help, but they have to want to get help themselves.

5. [✓ Myth] Fact Drugs damage only the lungs and heart.

**Myth.** Research shows major damage to many body parts, depending on the drug used. Body organs that are commonly damaged include the heart, lungs and brain.

*Drug Myths and Facts (continued)*

6. Myth [✓ Fact] Automobile crashes are the top killer of young people of high school and college age (ages 15–24).

***Fact.*** Automobile crashes are the top killer. Murder is second. Suicide is third. Alcohol and other drugs are connected with more than half of these deaths. They are also connected with more than half of fire deaths, drownings, child abuse and arrests.

7. [✓ Myth] Fact Marijuana is the most commonly abused drug in the United States.

***Myth.*** Alcohol is the most commonly abused drug in the United States, Canada and Europe. It is a drug like marijuana or cocaine, but alcohol is legal for adults to use. Marijuana is the most commonly abused illegal drug.

8. [✓ Myth] Fact Almost all adults drink alcohol.

***Myth.*** About one third of adults choose not to drink alcohol. Many adults drink only on holidays or less than once a week.

9. [✓ Myth] Fact It is easy to stop using a drug if you change your mind after you start.

***Myth.*** One of the dangers of using drugs, even legal drugs such as tobacco and alcohol, is that it is easy to get "hooked" and very difficult to stop using. It is easier not to start using a drug.

10. Myth [✓ Fact] A person who is rich and popular can be addicted to alcohol or other drugs.

***Fact.*** Anybody can become addicted to a drug. Even people who are rich or popular may have one or more risk factors for drug use. They may not feel good about themselves, may not know how to resist pressure from their friends, or may have a family history of drug use.

Name ______________________________________________

# The Truth About Drugs

*Directions:* Write your responses to the questions or statements.

1. List one reason young people give for using drugs. ________________

2. Do you think smoking, drinking or using another drug will give young people the results they are looking for? Explain why or why not. ________

3. Suggest at least one healthy thing that young people could do instead of using drugs. ________________

4. What questions about drug decisions and pressures would you like to ask the high school panel? ________________

## LESSON

## 24

# Teens Talk Straight About Drugs

## Objective

Students will be able to list reasons not to use drugs.

## Time

Two class periods.

## Overview

In this lesson, a panel of high school students visit the class to discuss their views and experiences related to drugs, including influences, choices, consequences and alternatives. The purpose of this panel is to give students a strong no-use message from one of the strongest influences in their lives—their peers. The panel presentation should reinforce no-use messages from adults and motivate students to maintain healthy behaviors.

## Integration

Language arts, science, social studies.

## Teacher Materials and Preparation

COPY:

- ✓ **Peer Prevention Panel** letter, one for each student.
- ✓ **Teens Talk Straight About Drugs** worksheet, one for each student.

PREPARE:

- ✓ Several days before this lesson, begin to make arrangements for the high school panel. See **Peer Prevention Panel *Directions*.**
  *Note:* If you are unable to arrange for a high school panel, invite a speaker from a local agency involved in drug prevention, such as a health clinic or the police department, or a school or district nurse or counselor to speak to the class and answer students' questions.
- ✓ Several days before this lesson, send home the **Peer Prevention Panel** letter.
- ✓ Prepare a list of questions for the Peer Prevention Panel. See **Sample Questions for the Peer Prevention Panel.**
- ✓ Ask student volunteers to help you set up chairs and a table at the front of the room for the panel discussion.

## Procedure

■ Review the procedure for the Peer Prevention Panel presentation with the class. Explain that the panel members will make short opening statements. In these statements, they will answer several questions that you have given them ahead of time.

Ask students not to ask any questions during this time. Explain that there will be a question period after all the panel members have made their statements. Suggest that students write down their questions if they are worried about forgetting them. Tell students that during the question and answer period, they can ask questions that have come up today or during the previous class.

Emphasize the importance of confidentiality. Tell students not to expect other students to be specific as to whom they are talking about. Caution them not to use names when they ask questions or make comments, but simply to say "Someone I know" or "I heard about someone."

You may want to review class groundrules before the panel begins. (See How to Use This Curriculum.)

- Introduce the Peer Prevention Panel and let panel members make their presentations. Follow with the question and answer session. When the activity is completed, ask students to help you thank panel members.

- In a follow-up session with the class, discuss briefly what students learned and how they felt about the Peer Prevention Panel. Ask for student volunteers to write a thank-you letter to the panel members on behalf of the class.

- Distribute the **Teens Talk Straight About Drugs** worksheet. Have students write their reactions to the Peer Prevention Panel's comments on this worksheet to be included in their journals.

## Evaluation

Assess students' responses on the **Teens Talk Straight About Drugs** worksheet for their ability to identify reasons not to use drugs.

# Follow-Up/Extension

Have students work individually or in pairs to develop posters that tell the truth about drugs. Suggest that posters could relate to the comments of the Peer Prevention Panel or could be takeoffs on cigarette or alcohol advertisements—"badvertisments." For example: To counter the advertising message that smoking makes you a great athlete, students could show an athlete who is dragging at the starting line while everyone else is zooming around the track.

Have students team up with high school students to paint an enlarged version of one or more of these posters as a mural on a wall in the school or community.

### *Vocabulary Challenge*

*confidential* (private). Confidential information is information told to someone who is trusted not to tell others.

### *Fabulous Fact*

Why do you get "black and blue marks"? (When a person gets a cut, the blood is bright red because a red pigment in the blood called hemoglobin turns bright red when exposed to oxygen. When you bump yourself, however, and the blow doesn't break the skin, the bruise turns a bluish-blackish color instead. This is because the red pigment in the blood gets broken down into yellow, green and blue. This mixture of colors makes "black and blue.")

**TEACHER**

# Peer Prevention Panel

## *Directions*

Arrange for a panel of high school students to present the Peer Prevention Panel discussion. Contact a health teacher, guidance counselor or another staff person from a local high school to help you find panel members. Be sure to contact someone whose judgment you respect and who relates well to students.

Ask your contact to select and prepare three or four high school students to participate on a panel about drug use prevention. Tell your contact that you are looking for students who are articulate and open. Be sure panel members represent a variety of ethnic groups.

The panel should include students with varying points of view, but all members should offer a strong no-use message. If possible, try to include on the panel at least one student who has tried drugs and has decided it was a mistake.

Explain that you will provide a set of questions for the panel members to respond to at the beginning of the discussion. This part should take two to four minutes per panel members. (See **Sample Questions for the Peer Prevention Panel** teacher page. You could also use questions from student discussion during Lesson 23.) Add that you would also like your students to be able to ask their own questions of the panel members (for up to 30 minutes).

Try to arrange to meet with the staff person and panel members in advance. You may also want to invite the staff person to facilitate the discussion with you. Be sure that you or your contact discuss confidentiality and the panel procedure with panel members.

*Note:* We recommend that other adults, such as family members, *not* be invited to attend the panel presentation. Research has shown that the presence of parents and other adults inhibits students' willingness to ask the questions they need to ask. If parents and other family members express concern about the panel presentation, you may want to arrange a separate session when concerned adults can talk to panel members.

**LETTER**

# Peer Prevention Panel

Dear Family:

Our comprehensive health curriculum, *Actions for Health,* includes lessons to prevent drug use. As part of these lessons, our class will be visited by a Peer Prevention Panel made up of older students. The panel members will be talking to students about some of the pressures they have faced and their choices about drug use.

The panel is designed to present a strong no-use message to students from a source students respect. Students at this age are sometimes more impressed by messages from their peers than by adult messages. The panel discussion will help motivate students to make safe, healthy choices—deciding not to use drugs.

Research has shown that students will ask questions of peers that they would not ask of adults. They are more likely to ask these questions when parents and other adults are not present. I will be present, however, as panel moderator.

I will be happy to answer any questions about the panel. Please call if you have any concerns.

Sincerely,

______________________________

**TEACHER**

# Sample Questions for the Peer Prevention Panel

1. Why do you think some people your age use drugs?
2. Do you or other students in the high school feel pressured to use drugs? From where or whom does the pressure come? When does the pressure start or when did you become aware of it?
3. How did you react to the pressure that you felt? Were you able to resist the pressure? What happened? Would you recommend that other students do what you did? If not, what should they do?
4. What decisions have you made about using drugs? How did you make these decisions?
5. What are your future goals? How do you think using drugs would affect your ability to reach these goals?
6. What would you suggest young people do today to stay off drugs?

Name ________________________________________

# Teens Talk Straight About Drugs

*Directions:* Answer the following questions about the Peer Prevention Panel presentation.

1. Did you think it was a good idea to have high school students come to speak to the class about drugs? ______________________________

   Why or why not? ______________________________

   ________________________________________

   ________________________________________

2. What are three things you learned that will help you resist using drugs?

   ________________________________________

   ________________________________________

   ________________________________________

   ________________________________________

   ________________________________________

   Why do you think these things will help you? ________________

   ________________________________________

   ________________________________________

   ________________________________________

   ________________________________________

   ________________________________________

Name ________________________________________

*Teens Talk Straight About Drugs (continued)*

3. What could be done to make the panel discussion better if we did it again next year? ______________________________

4. Do you have any other thoughts about the Peer Prevention Panel? What were your feelings as you listened to the teens? Do you have any more questions? ______________________________

## CULMINATION LESSON

## 25

# Through the Looking Glass

## Objective

Students will be able to analyze the relationship between their present actions and their future lives.

## Time

One class period.

## Overview

In this lesson, students talk about the unique human capacity to dream and how dreams or visions can help people reach goals. The lesson begins with a reading from a speech by Martin Luther King, Jr. Students complete sentences about their own dreams and share their answers with classmates. For homework, students interview adult family members or friends about their dreams and goals.

## Integration

Language arts, social studies.

## Teacher Materials and Preparation

HAVE:
✓ *Teen Success! Ideas on Moving Ahead* pamphlet, one for each student.

COPY:
✓ **My Dreams for the Future** worksheet, one for each student.
✓ **Goals Interview** worksheet, one for each student.
✓ **Goals and Dreams** letter, one for each student.

REVIEW:
✓ Excerpt from Martin Luther King, Jr.'s, **"I Have a Dream"** speech.

## Procedure

■ Tell students that they have discussed many actions they can take to improve their health. Ask them for examples. Add that they have also talked about actions they can take to avoid harming their health (e.g., saying no to drug use and to sex).

Explain that students have been talking about things they can do in the present. Tell them that today they will be talking about dreams for the future and how their present actions affect their futures.

■ Read or play a recording of part of Martin Luther King, Jr.'s, **"I Have a Dream"** speech. Don't tell students what it is. Before you begin the speech, ask students to sit quietly for one minute at the end of it to think about what they heard.

When students have listened to the speech, ask if anyone knows who wrote those words. If students don't know, don't tell them at first. Invite students to share their reactions. Ask if anyone would like to share an example of a person or event that has inspired them.

Tell students that this speech by Martin Luther King, Jr., has inspired people for many years. Explain that it is important for everyone to have a dream. Tell students that most people are not as famous as King, but that everyone can have dreams for the future.

Add that the ability to dream about and plan for the future is one of the special things about being human. It helps make us different from other animals.

■ Distribute the *Teen Success! Ideas on Moving Ahead* pamphlet. Read and discuss it with students. Help students relate the ideas in the pamphlet to what they have learned about goal setting and planning. Remind students of the good feelings they had about meeting their Change Challenge goals (Lesson 3).

Remind students of earlier discussions about three important factors that influence their lives: heredity, environment and behavior. We can't control our inherited characteristics or many aspects of our environment. We have the most control over our own actions.

Tell students they have been learning to set and reach goals—to make things happen in their own lives. Add that having a dream or a vision, as Martin Luther King, Jr., did, helps us set goals. Dreams help inspire, energize, light a fire.

■ Tell students they are going to have a chance to do some dreaming or thinking about their vision for the future. Distribute the **My Dreams for the Future** worksheet. Tell students to complete the sentences on the worksheet.

Then ask students to share what they've written on the worksheet with some classmates. Tell students to move around the room and exchange the answer to each question with at least one other person. Tell them to have the people they exchange with write their names at the end of the answers they share.

Discuss what students learned about themselves from this exercise (I never thought about what I would like my family to be like). What did they learn from others? (People had really amazing and different dreams; someone has the same wish as I do.)

■ Distribute the **Goals Interview** worksheet. Tell students to use this worksheet to interview an adult family member or friend about her or his goals and dreams. Tell them to use the information from the worksheet to write in their health journals.

Tell students to write in their journals two paragraphs about what they learned about goal setting from the interviews. Did they notice any connections between things this person said and their own answers on the **My Dreams for the Future** worksheet?

## Evaluation

Assess students' responses on the **My Dreams for the Future** worksheet and their work on the **Goals Interview** worksheet for their ability to analyze how things they do now relate to their futures.

## Home/Family Involvement

Distribute the **Goals and Dreams** letter and ask students to share it and the *Teen Success! Ideas on Moving Ahead* pamphlet with their families.

# Follow-Up/Extension

Help interested students arrange a time when they can meet with their "little buddies" to talk and draw a picture-story about what the little buddies want to be when they grow up.

Invite three relatives of students or three well-known community members with diverse occupations, ages and lifestyles to participate on a panel. Use questions that were raised during the class discussion.

Have students research and do reports on the childhood and adolescent experiences of historical heroes (male and female). Suggest that students answer questions similar to those on the **Goals Interview** worksheet about the people they report on.

## *Vocabulary Challenge*

*inspiration* (stimulation or encouragement of creative thought or action)

## *Fabulous Fact*

Girls are born with all the eggs they will ever have. However, the eggs do not mature until puberty. Boys do not begin producing sperm until puberty. A man produces millions of sperm each day. Each sperm cell lives only two to three days.

**TEACHER**

# "I Have a Dream"

*(Excerpts from Martin Luther King, Jr.'s, speech in Washington, D.C., on August 28, 1963.)*

So I say to you, my friends, that even though we must face the difficulties of today and tomorrow, I still have a dream....

I have a dream that one day on the red hills of Georgia, sons of former slaves and sons of former slave-owners will be able to sit down together at the table of brotherhood.

I have a dream my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today!

...I have a dream that one day right here in Alabama, little Black boys and Black girls will be able to join hands with little White boys and White girls as sisters and brothers. I have a dream today!

Name ______________________________

# My Dreams for the Future

*Directions:* Complete the following sentences.

1. I want to become really good at ______________________

2. I want to learn how to ______________________

______________________________

3. I want to try ______________________

______________________________

4. I want to travel to ______________________

because ______________________

______________________________

______________________________

5. I would like to have enough money to ______________________

______________________________

Name ____________________________________________

*My Dreams for the Future (continued)*

6. If I could choose any career, I would choose ____________________
______________________________________________

7. I would like to have my own family. Yes ___ No ___
If yes, explain why. What would it look like? ____________________
______________________________________________
______________________________________________
______________________________________________
If no, explain why. ______________________________
______________________________________________

8. I would like to help other people by ____________________
______________________________________________
______________________________________________

9. Two things I can do today that will help me realize my dream(s):
______________________________________________
______________________________________________

10. Two behaviors that could get in the way: ____________________
______________________________________________
______________________________________________

Name ______________________________

# Goals Interview

*Directions:* Interview an adult, using the following questions.

Name of person being interviewed (optional) ____________________

1. What kind of work do you do? ____________________
______________________________
2. How long have you been doing this work? ____________________
3. How old were you when you decided to do this kind of work? __________
______________________________
4. Do you like your job? ____________________
5. Do you remember what you wanted to be or do when you grew up when you were my age? ____________________
6. What inspired you to have this dream? ____________________
______________________________
7. Have any of your dreams or plans come true? ____________________
8. What goals did you set for yourself? ____________________
______________________________
______________________________

Name ____________________________________________

*Goals Interview (continued)*

9. What or who helped you reach your goal(s)? ____________________
____________________________________________
____________________________________________

10. What roadblocks did you have to overcome? ____________________
____________________________________________
____________________________________________

11. Do you have any goals that you would still like to achieve? __________

12. What are they? ______________________________
____________________________________________
____________________________________________

13. How will you reach one of these goals? ____________________
____________________________________________
____________________________________________

14. If you were to grow up again, what would you change? __________
____________________________________________
____________________________________________
____________________________________________

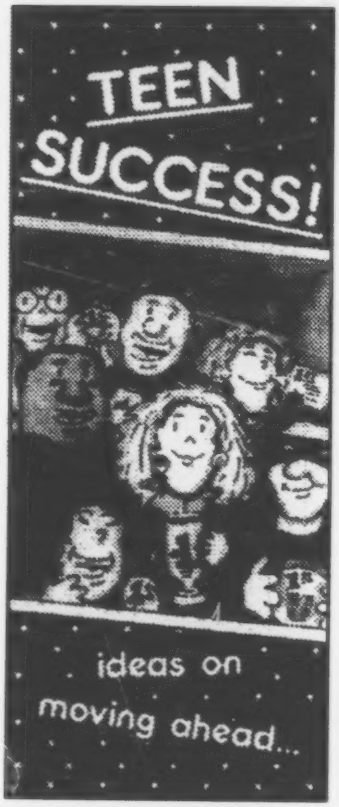
**LETTER**

# Goals and Dreams

Dear Family:

This year's comprehensive health curriculum, *Actions for Health,* has emphasized the importance of setting goals. Students have learned skills to help them set goals. These skills help children learn to take charge of their behavior.

In the final health lesson, we have discussed goals and dreams for the future. Students have been asked to interview an adult family member or friend about his or her goals and dreams. We hope that the lesson and these interviews will help students appreciate the importance of goal setting and learn from the experiences of adults. You can help your child by answering interview questions or arranging an interview with another adult.


TEEN
SUCCESS!
ideas on
moving ahead...

Your child also has a pamphlet about Teen Success, which we discussed today in class. Encourage your child to share this pamphlet and her or his thoughts about it with you.

Please contact me if you have any questions or comments.

Sincerely,

______________________________

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# SPECIAL EVENT

SPECIAL EVENT

# Celebrating Community Connections

This special event provides an opportunity for students to describe and receive public recognition for their work on the class community service project in **Unit V: Health and Social Responsibility**.

Begin planning this event when the project is well underway, but before it is completed. Try to incorporate the last step of the goal planning process into this event. The event should be part of the students' reward for reaching the class goal. Encourage student participation in planning the celebration.

## Invitations

The date of the special event should be coordinated with any community or school organizations that have helped students with the service project. Send out invitations two or three weeks in advance. (See the **Community Service Celebration Invitation** sample.)

Invite individuals who have worked with the class on the community service project, as well as students' family members. Invite the school principal, superintendent and/or a school board representative. Include health-related school staff and other teachers who have contact with your students, as well as home and school or parent/teacher organizations.

If no one from a student's immediate family can attend, encourage the student to invite another relative or an older friend from junior high or high school. All students should have someone to participate in the celebration with them. Students may also want to invite their "little buddies."

## Media Coverage

Invite local media to cover the event. Emphasize the connection between community service and comprehensive school health education. Explain that the project builds self-esteem by giving students an opportunity to contribute to someone else's health or well-being. Students also practice important health and living skills, such as goal setting, communication and decision making.

Add that students also learn about health careers and about people from different backgrounds and age groups. Describe how families and the community have collaborated to help make the service project possible.

## Awards

Distribute individual certificates or awards to all students. (See the **Community Service Certificate** sample.) If students have worked with a community or school organization, you may want to ask a representative of the organization to present the awards. Some organizations may have their own certificates or awards to present.

## Record the Event

If possible, arrange for photos or a videotape of the event. The photos or videotape could be shared with families unable to attend the event. They also provide a reminder to students of their accomplishments and the positive feelings associated with the event.

## Teacher Welcome

Welcome everyone to the celebration of student contributions to the community. Emphasize that this celebration provides an opportunity to acknowledge the caring attitudes and positive skills and actions of these students. Thank everyone who had a part in making the project successful.

Outline the goal-setting and planning skill theme for this year. Tell the audience that earlier in the year students worked on a goal-setting project to improve an aspect of personal health. Explain that even during this project early in the year, the program encouraged cooperation and caring through student partners. Add that students have since been involved in a project with "little buddies," which also promoted communication and cooperation.

## Student Presentations

Have several students prepare a summary of the project and the variety of roles played by students to achieve the class goal. Encourage students to use visual aids such as posters, graphs or charts to describe the project.

Ask other students to share brief statements about what they learned from the project or how they feel about it. You may also want to ask one or two students to share journal entries about the project, their visions for an ideal world or future goals.

**SAMPLE**

# Community Service Celebration Invitation

Dear Family:

Your child's class invites you to our Community Service Celebration on

______________________________________________.

(date and time)

This event will recognize and reward students' work on our class community service project. As you know, students have worked very hard on this project. At the celebration, they will be describing their work on the project and sharing what they have learned during the project.

We hope that every student will be able to have a family member or friend at the celebration. Please return the slip that indicates whether you can attend.

The students look forward to sharing their project with you.

Sincerely,

______________________________

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Student's name

_____ I (we) plan to attend the celebration. Number of people ______

_____ No one from our family will be able to attend. Please invite one of my child's friends to attend.

Signed

______________________________

# Community Service Project Certificate

SAMPLE

Congratulations to

________________________________________

*name*

for your work on the class
community service project of

________________________________________

*project*

Signed:____________________________________

*(teacher)*

Date: ____________________________________

School: ____________________________________

*ETR Associates: Actions for Health 6*

Goal setting is the focus of this *Actions for Health* module designed for sixth grade students. As they work through 25 activity-packed lessons, students learn to identify what they need, set healthy goals and build skills to achieve them. They practice the goal-setting process as they explore age-appropriate issues in family life, injury prevention, substance use, stress management and personal hygiene. This curriculum helps students take charge of their lives!

*Actions for Health* is the elementary component of the *Contemporary Health Series,* a comprehensive health education curriculum for grades K–12 from ETR Associates.

*Actions for Health* helps you:

- address the complete scope of recommended health education content
- teach and reinforce early prevention skills
- integrate lessons into all areas of the elementary curriculum
- build home, school and community partnerships
- make health education interesting, personal and fun for teachers and students alike!

***"Clear, attractive and easy to use. It was easy for students at all levels to participate both cooperatively and independently."***

— Marion La Torella, Bennington Elementary
Bennington, Vermont

ETR Associates
Santa Cruz, Califonia

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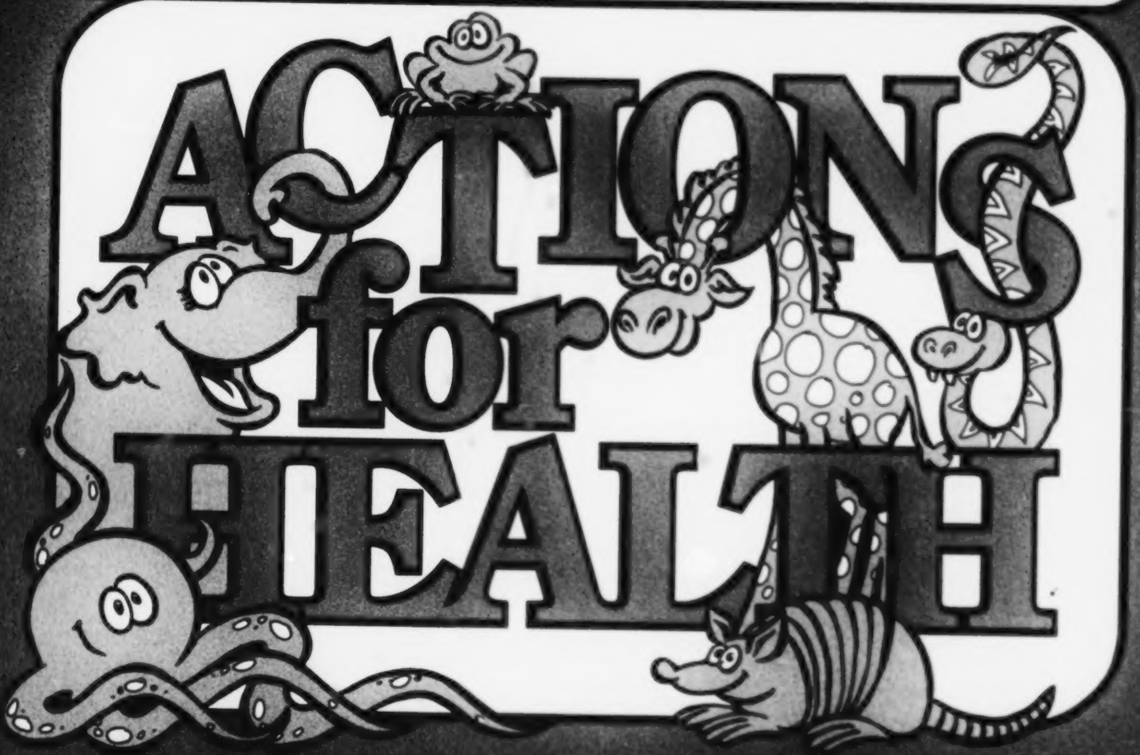
CONTEMPORARY HEALTH SERIES



# ACTIONS for HEALTH

## Student Workbook

SAMPLE

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ETR ASSOCIATES

CONTEMPORARY HEALTH SERIES
ACTIONS for HEALTH

# Student Workbook

ETR ASSOCIATES
Santa Cruz, California
1994

# To the Teacher

## Introduction

*Actions for Health* is a comprehensive health curriculum for students in grades kindergarten through six. Designed with the elementary educator's special needs in mind, this effective and easy-to-use curriculum addresses the scope of recommended health education content.

The curriculum is designed to make learning about health interesting, personal and fun. Activities challenge students to acquire and use knowledge, encourage the development of personal integrity and build important personal and social skills.

Elementary teachers need resources that affirm the learning partnership between student and teacher. This curriculum both promotes that partnership and helps empower children to make choices that contribute to their health and self-esteem.

## About the Workbook

This workbook has been designed for students participating in Level 6 of the *Actions for Health* curriculum. The workbook includes all student pages from the curriculum, except the worksheets that are to go home with family letters. These letters and worksheets can be found in the *Involving Families* booklet. Teacher Background Information and other materials for the teacher's use are not provided in the workbook.

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Permission is hereby granted to reproduce the materials in this book for use in one classroom.

Additional copies of this workbook are available for purchase. Bulk discounts are available for classroom sets.

For more information about other titles available in the series, please contact our Sales Department, ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830, or call toll-free 1-800-321-4407.

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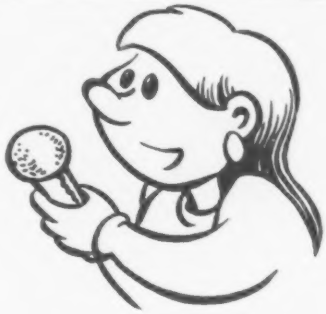
Name ______________________________

# Who Are You?

1. What do you like to do in your free time? ______________________________

2. What is your favorite TV show or movie?



3. Who is your favorite singer or music group?

4. What is your favorite book?

5. How many people live in your family? ______________________________

6. How long have you lived in this area? ______________________________

7. When do you feel happy? ______________________________

sad? ______________________________

angry? ______________________________

8. What are you especially good at doing? ______________________________

9. What do you think is special about you as a person? ______________________________

10. What would you like to do better? ______________________________

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Name ______________________________

# Goals That Work

*Directions:* Decide whether the following goal sentences meet the guidelines for goal setting. Check yes or no. Then explain why or why not. You can use more than one reason. Write a new goal to replace any goal that doesn't meet the guidelines.

***Example:*** Goal statement: I want to get in better shape.

Meets guidelines? Yes____ No *X*

Why or why not? ***It is not clear and specific.***

New goal: ***I will exercise three times a week.***

1. I will finish and turn in all my math assignments this week.

Meets guidelines? Yes____ No____

Why or why not? ______________________________

New goal: ______________________________

2. I want to be more popular.

Meets guidelines? Yes____ No____

Why or why not? ______________________________

New goal: ______________________________

3. I will ask three of my neighbors if they will pay me to mow their lawns each week.

Meets guidelines? Yes____ No____

Why or why not? ______________________________

New goal: ______________________________

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Name ________________________________________

## *Goals That Work (continued)*

4. I want to be on the varsity basketball team.

Meets guidelines? Yes____ No____

Why or why not? ________________________________

New goal: ________________________________

5. I want to floss my teeth once a day for the next week.

Meets guidelines? Yes____ No____

Why or why not? ________________________________

New goal: ________________________________

6. I want to babysit for my brother whenever my parents go out.

Meets guidelines? Yes____ No____

Why or why not? ________________________________

New goal: ________________________________

7. I want to make plans to do something with a friend both days this weekend.

Meets guidelines? Yes____ No____

Why or why not? ________________________________

New goal: ________________________________

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Name ____________________________________________

# Goal Planning

*Directions:* Fill in the blanks to show your goal and your plan to reach it.

I, ____________________________________________ ,
(name)

plan to ____________________________________________ .
(goal)

## My Action Plan

*Steps.* I will reach this goal by doing the following things:

____________________________________________

____________________________________________

____________________________________________

*When.* I will reach this goal by ______________________________ .
(date)

*Helpers.* These people and things can help me reach my goal:

____________________________________________

____________________________________________

____________________________________________

*Roadblocks.* How I plan to deal with things that may get in my way:

| Roadblock | How to deal with it |
|---|---|
| | |
| | |
| | |

*Reward.* When I reach my goal, I will reward myself by:

____________________________________________ .

Signed: ______________________________ Date: ______________
(student)

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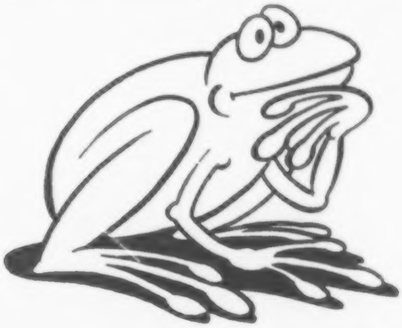
Name ________________________________________

# Personal Health Checklist

*Directions:* This worksheet can help you decide on a health habit that you want to improve. Be honest. You will not be graded on your answers. Read each statement. Check the box in the column next to it that describes how well this statement fits you.

## Physical

| | Yes | No | Sometimes |
|---|---|---|---|
| I am satisfied with the way I look. | ☐ | ☐ | ☐ |
| My weight is about right for my build and height. | ☐ | ☐ | ☐ |
| I think I have strong muscles. | ☐ | ☐ | ☐ |
| I exercise three times a week for at least twenty minutes. | ☐ | ☐ | ☐ |
| I get ten to twelve hours of sleep at night. | ☐ | ☐ | ☐ |
| I floss my teeth once a day. | ☐ | ☐ | ☐ |
| I brush my teeth two or three times a day. | ☐ | ☐ | ☐ |
| I wash or take a shower (or bath) daily. | ☐ | ☐ | ☐ |
| I eat a variety of foods. | ☐ | ☐ | ☐ |
| I choose healthy snacks. | ☐ | ☐ | ☐ |
| I eat breakfast. | ☐ | ☐ | ☐ |
| I wear a safety belt when riding in a car. | ☐ | ☐ | ☐ |
| I wear a helmet when riding a bike or skateboard. | ☐ | ☐ | ☐ |



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Name ______________________________

*Personal Health Checklist (continued)*

| | Yes | No | Sometimes |
|---|---|---|---|
| **Emotional** | | | |
| I feel good about myself. | ☐ | ☐ | ☐ |
| I can talk about feelings. | ☐ | ☐ | ☐ |
| I know how to relax. | ☐ | ☐ | ☐ |
| I have someone I can talk to about problems. | ☐ | ☐ | ☐ |
| **Mental** | | | |
| I work hard on my schoolwork. | ☐ | ☐ | ☐ |
| I am satisfied with my grades. | ☐ | ☐ | ☐ |
| **Social** | | | |
| I listen to the ideas and feelings of others. | ☐ | ☐ | ☐ |
| I have friends I enjoy being with. | ☐ | ☐ | ☐ |
| I like spending time with my family. | ☐ | ☐ | ☐ |
| I can work out problems with other people. | ☐ | ☐ | ☐ |
| I help my friends when they need it. | ☐ | ☐ | ☐ |
| I resist pressure from friends to do things I don't want to do. | ☐ | ☐ | ☐ |

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Name ______________________________

# Change Challenge: It's Up to Me

*Directions:* Fill in your name and your goal. Then complete the plan to show how you will reach your goal.

## My Goal

I ______________________________
(name)

plan to ______________________________.
(goal)

## My Action Plan

*Steps.* I will reach this goal by doing the following things:

______________________________

______________________________

______________________________

______________________________

*When.* I will reach this goal by ______________________________.
(date)

*Helpers.* These people and things can help me reach my goal:

______________________________

______________________________

______________________________

______________________________

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*Change Challenge: It's Up to Me (continued)*

*Roadblocks.* How I plan to deal with things that may get in my way:

| Roadblock | How to deal with it |
|---|---|
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |

*Reward.* When I reach my goal, I will reward myself by:

______________________________

______________________________

Signed: ______________________________
(student)

Date: ______________________________

Signed: ______________________________
(family member—optional)

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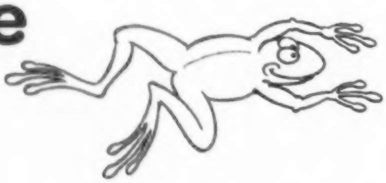
# On the Move



Date ______________

Work you did toward your goal ______________________________

______________________________

How you feel about it ______________________________

______________________________

Suggestions for tomorrow ______________________________

______________________________

Date ______________

Work you did toward your goal ______________________________

______________________________

How you feel about it ______________________________

______________________________

Suggestions for tomorrow ______________________________

______________________________

Date ______________

Work you did toward your goal ______________________________

______________________________

How you feel about it ______________________________

______________________________

Suggestions for tomorrow ______________________________

______________________________

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# Scoring a Goal

*Directions:* Complete the following sentences about your progress toward your Change Challenge goal.

I reached my goal, which was

____________________________________________

____________________________________________

I want to thank the people who helped me. They are

____________________________________________

____________________________________________

I feel ________________ about my goal, because

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

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Name ____________________

# Change Challenge Certificate

GOAL
GOAL
achievement
achievement
GOAL
GOAL

Congratulations to

______________________________
(name)

for your work toward your goal of

______________________________
(goal)

Signed: ______________________________
(teacher)

Date: ______________________________

School: ______________________________

Name ________________________________________

# What Makes Me Healthy

*Directions:* Fill in each section with some factors that influence your health. Then indicate whether these factors have a good or bad effect on your health.

## Section 1: Trait I Was Born With That Affects My Health (Heredity)

| | Good Effect | Bad Effect |
|---|---|---|
| ________________________________ | ☐ | ☐ |

## Section 2: Something in the World Around Me That Affects My Health (Environment)

| | Good Effect | Bad Effect |
|---|---|---|
| ________________________________ | ☐ | ☐ |

## Section 3: Actions I Take That Affect My Health (Personal Behavior)

| | Good Effect | Bad Effect |
|---|---|---|
| ________________________________ | ☐ | ☐ |
| ________________________________ | ☐ | ☐ |
| ________________________________ | ☐ | ☐ |

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# Why Exercise?

Exercise helps people be healthy in many ways: physical, mental/emotional and social. Being healthy or fit means that you have the energy and the strength to do your best every day.

## Physical Health

Exercise helps build stronger hearts and lungs. It builds muscle strength and endurance. It also improves flexibility, which helps prevent injury. Exercise can help you maintain healthy body weight, too.

## Mental/Emotional Health

Exercise helps you feel good about what you can do. It gives you energy and helps you manage stress. It's fun to exercise. Exercise helps you feel alert. It helps you concentrate and think clearly.

## Social Health

Exercise helps you get to know others and have fun with them.

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# What Is Fitness?

There are four important parts of fitness.

- *Heart and lung endurance.* A strong heart and lungs let you exercise the whole body for long periods of time. Swimming, jogging, bicycle riding and brisk walking build heart and lung endurance.
- *Muscle strength.* Strong muscles let you do more, lift more, carry more. Weight lifting is one activity that strengthens muscles.
- *Muscle endurance.* Healthy muscles can work for a long time without tiring. Exercises like calisthenics build muscle endurance.
- *Flexibility.* Flexible muscles let you move easily in different directions. Stretching exercises help develop flexibility.

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# The Best Exercise

The best exercise to help you stay healthy is aerobic exercise. Aerobic (*air-robe-ick*) exercise helps build a strong heart and strong lungs. There are many kinds of aerobic exercise—jogging, basketball, racquetball, cross-country skiing, swimming, rowing, biking, jumping rope, soccer, aerobic dancing, ice hockey, tennis, walking quickly.

Follow three rules for aerobic exercise:

1. Exercise for 20 to 30 minutes without stopping.
2. Exercise at least three times a week.
3. Play hard!

Warm up and stretch before you exercise. Stretching your muscles helps prevent injuries, and warming up helps your heart speed up gradually.

A cool-down period after exercise lets your heart slow down gradually. Walking is a good way to cool down.

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# Healthy Eating Pyramid

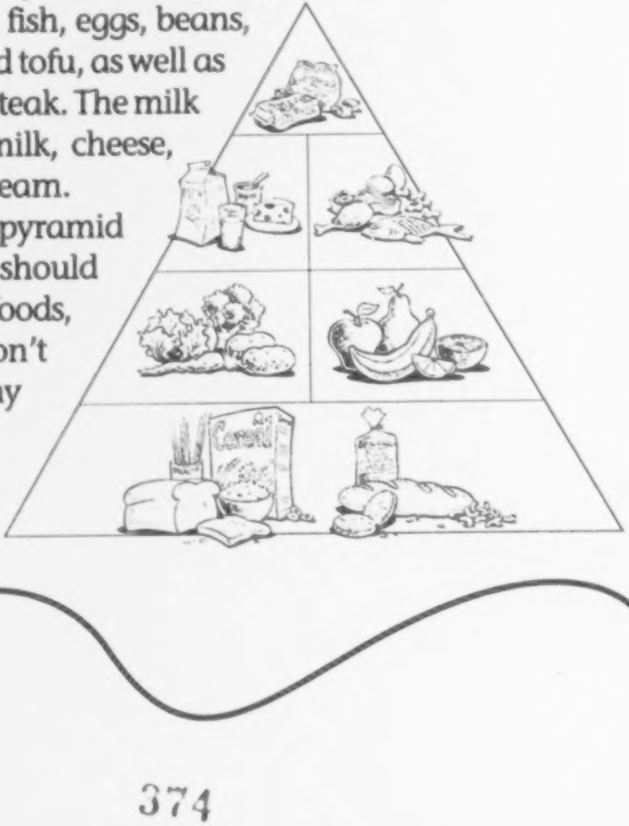
The Healthy Eating Pyramid shows the five main food groups. The food groups are grains, vegetables, fruits, meat and milk. We need to eat the foods at the bottom of the pyramid more often than the foods higher in the pyramid.

Foods we should eat most often are from the grains group. This group includes foods such as all kinds of breads, cereals, rice and noodles.

We should also eat foods from the vegetables and fruits groups often. These groups include all kinds of vegetables and fruits and fruit and vegetable juices.

Our bodies need fewer foods from the milk and meat groups to be healthy. The meat group includes chicken, fish, eggs, beans, peanut butter and tofu, as well as hamburger and steak. The milk group includes milk, cheese, yogurt and ice cream.

The tip of the pyramid is for "others." We should eat less of these foods, because they don't help the body stay healthy.



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Name ____________________________________________

# Food Groups and Serving Sizes

| Food group | # of servings per day | Nutrients | What it does | What is a serving? |
|---|---|---|---|---|
| Milk group | 3-4 | Calcium<br>Protein<br>Vitamins<br>Fat | Helps keep bones and teeth strong.<br>Provides energy. | 1 cup milk or yogurt<br>1–2 ounces cheese |
| Meat group | 2 | Protein<br>Minerals<br>Vitamins<br>Fat | Helps your body grow and repair itself.<br>Helps build strong muscles.<br>Provides energy. | 2–3 ounces cooked meat<br>1/2 cup cooked beans<br>1 egg<br>2 tbsp. peanut butter |
| Vegetables group | 3 + | Vitamin A<br>Vitamin C | Helps you see in the dark. | 1/2 cup cooked or chopped<br>1 cup leafy, raw |
| Fruits group | 2 + | Vitamin C<br>Vitamin A | Helps cuts heal. | 1 piece<br>3/4 cup juice |
| Grains group | 6 + | Carbohydrates<br>Minerals<br>Vitamins | Provides energy. | 1 piece bread<br>1 ounce cereal<br>1/2 cup rice or pasta |

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Name ___________________________________

# Healthy Eating Guidelines

1. *Eat a variety of foods.*

The body needs six important nutrients every day. They are carbohydrates, fats, proteins, vitamins, minerals and water. If you eat a variety of foods from the five main food groups, you can get the nutrients you need every day.

2. *Limit the amount of salt, sugar and fat that you eat.*

Fat is a source of energy and helps to carry some vitamins to body cells. It has few nutrients, so it should be eaten only in small amounts. Fat is found in butter, margarine, salad dressings and many other foods.

Sugar is a carbohydrate and provides energy for your body. It does not provide any other nutrients your body needs, so it is not the best source of energy for your body. Sugar is found in sweet foods and drinks.

Salt is a mineral that is very important to all parts of your body. Too much salt, however, may lead to heart and other health problems later in life. Salt is found in many salty snacks.

3. *Drink plenty of water and other liquids.*

Water is a very important nutrient. You can live only a few days without water. More than half the body is made up of water.

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Name ______________________________

# Fitness and Nutrition

*Directions:* Listen to the reports of your group members. Then complete the following information.

1. List three benefits of exercise.

   ______________________________

   ______________________________

   ______________________________

2. List four types of fitness.

   ______________________________

   ______________________________

   ______________________________

   ______________________________

3. List three examples of aerobic exercise.

   ______________________________

   ______________________________

   ______________________________

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Name ______________________________

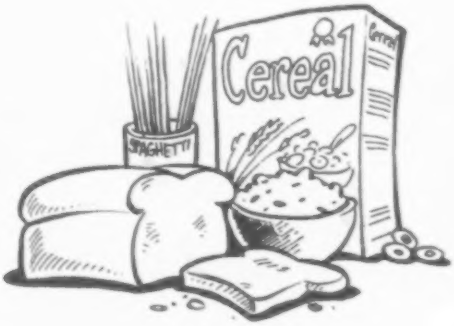
*Fitness and Nutrition (continued)*

4. List the five main food groups.

5. List one food from each food group and the size of a serving of this food.

Food Serving Size

6. List two guidelines for healthy eating.



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# Dear Stress Busters

*Directions:* Working with your partner, read each letter. Then write an answer with some ideas on how to handle the stress. Sign your names at the end.

Dear Stress Busters:

Someone on the bus told me that my older sister was making fun of my freckles. I won't get to see my sister until after school. I feel really angry. What can I do so this doesn't ruin my day?

Signed,

Lara

Dear Lara:

______________________________

______________________________

______________________________

______________________________

OFFICIAL
STRESSBUSTER

______________________________

______________________________

Signed,

______________________________

Stressbusters

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Name ______________________________

*Dear Stress Busters (continued)*

Dear Stress Busters:

I was picked to do a solo part in the holiday program. I feel really proud to be picked by one of my favorite teachers. But I've never done anything like this before. I am really scared that I will mess up and make a fool of myself. What should I do?

Signed,

Lin

Dear Lin:

______________________________

______________________________

______________________________

______________________________

OFFICIAL
STRESSBUSTER

______________________________

______________________________

Signed,

______________________________

stressbusters

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Name ____________________________________________

*Dear Stress Busters (continued)*

Dear Stress Busters:

We will be choosing teams in gym class again today. I hate this because I always get picked near the end. Yesterday I was picked last. I like sports but I'm just not very good at them. I really don't want to go through that again. What should I do?

Signed,

DJ

Dear DJ:

____________________________________________

____________________________________________

____________________________________________

____________________________________________

OFFICIAL
STRESSBUSTER

____________________________________________

____________________________________________

Signed,

______________________________

stressbusters

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Name ______________________________

*Dear Stress Busters (continued)*

Dear Stress Busters:

I got a new jacket for my birthday. I like it, but it's different from what my friends and I usually wear. I'm worried they'll think I look weird. Yesterday morning I was going to wear the jacket to school, but then I took it off. My dad doesn't understand what the problem is. Should I wear the jacket today? If I don't, when should I wear it?

Signed,

Chris

Dear Chris:

______________________________

______________________________

______________________________

______________________________

OFFICIAL
STRESSBUSTER

______________________________

______________________________

Signed,

______________________________

stressbusters

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Name ____________________________________________

*Dear Stress Busters (continued)*

Dear Stress Busters:

I had a fight with my best friend and he ignored me at lunch. I am feeling so hurt. What should I do?

Signed,

Sam

Dear Sam:

____________________________________________

____________________________________________

____________________________________________

____________________________________________

OFFICIAL
STRESSBUSTER

____________________________________________

____________________________________________

Signed,

____________________________

stressbusters

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Name ______________________________

# I Am a Stress Buster

*Directions:* Use color, shape, size and design to write the word stress in a way that shows what it means. Then write some ways to deal with stress that work for you.

Three ways I can relax when I feel stressed:

1. ______________________________

2. ______________________________

3. ______________________________

Three things I can do to prevent stress:

1. ______________________________

2. ______________________________

3. ______________________________

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Name ______________________________

# My Changing Body

Puberty is a time of growth and change for both boys and girls. The process of puberty begins when male and female hormones are released into the bloodstream. Hormones are chemicals that cause body growth and change. During puberty, boys and girls:

- Grow very quickly and may sometimes feel clumsy.
- Perspire more and have body odor.
- May develop oily skin and some pimples.
- May notice aching muscles and joints. (Yes, "growing pains" are real!)

Girls usually begin puberty a year or two before boys.

## Girls

Between the ages of 9 and 16, girls' bodies begin these changes:

- Hips broaden.
- Waist narrows.
- Hair grows under arms and around vulva and vagina (pubic area).
- Vagina, labia and clitoris grow slightly.
- Breasts grow and develop. Sometimes one breast grows larger than the other. This is normal.
- Vagina discharges white, sticky substance. This is the vagina's way of cleaning itself and is normal.

## Boys

Between the ages of 10 and 16, boys' bodies begin these changes:

- Shoulders broaden.
- Muscles grow.
- Hair grows under arms; on arms, legs, chest and face; and around penis and testicles (pubic area).
- Penis and testicles grow larger. One testicle usually hangs lower than the other. This is normal.
- Sometimes boys' breasts become very tender and grow a little. This is normal and will go away in a year or so.
- Voice gets deeper.

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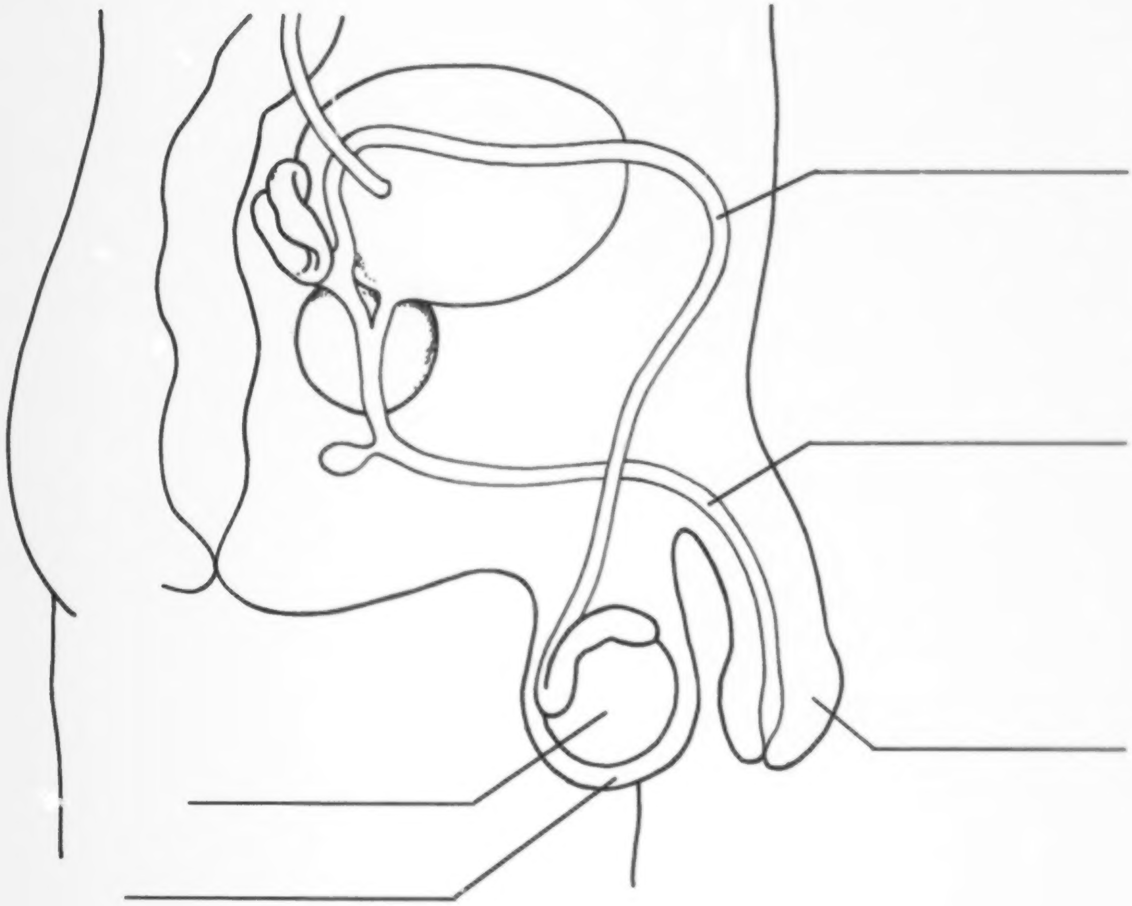
Name ______________________________

# Male Reproductive System

*Directions:* Look at the diagram and label the body parts by writing the correct terms on the lines for each part.



***penis*** ***scrotum*** ***testicle*** ***urethra*** ***vas deferens***

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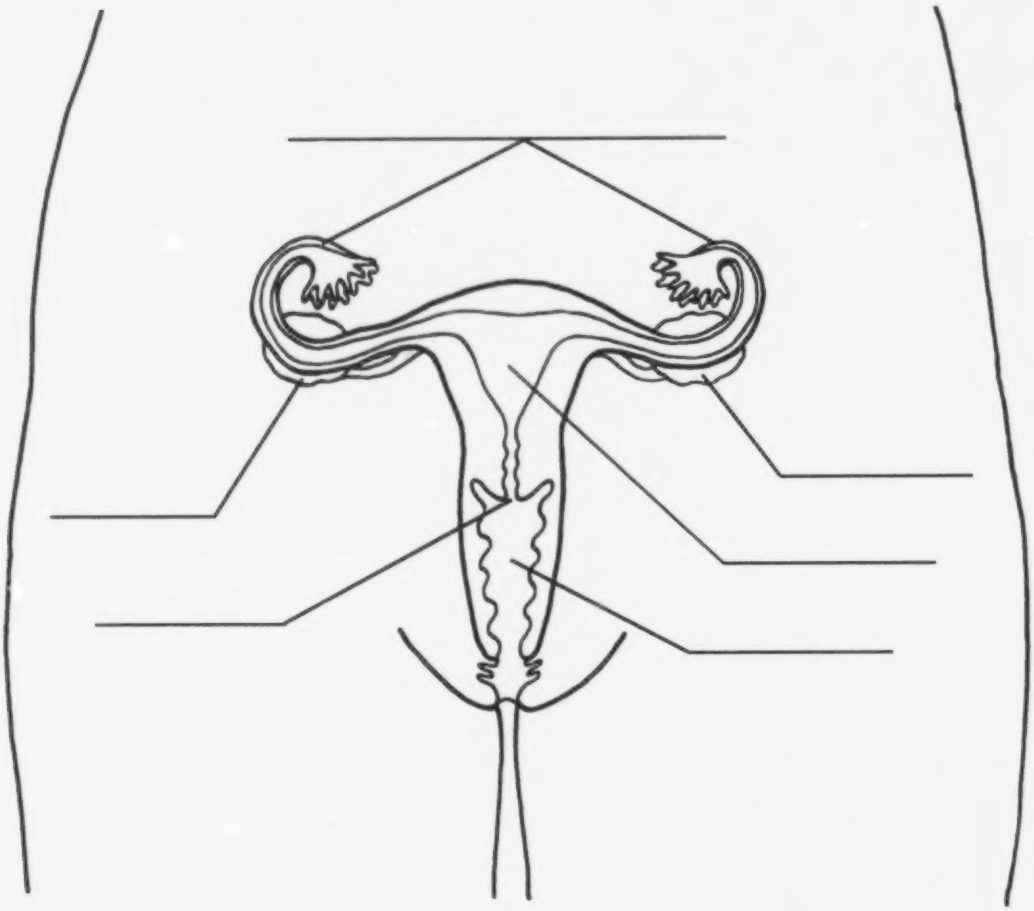
Name ______________________________

# Female Reproductive System

*Directions:* Look at the diagram and label the body parts by writing the correct terms on the lines for each part.



*cervix* *fallopian tubes* *ovary* *uterus* *vagina*

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Name ______________________________

# Working with Little Buddies

Here are some ways you can get to know your little buddies and help them feel important.

- Ask to see their school work—papers, drawings, health worksheets.
- Ask about their families—where they live, who they live with.
- Ask what they like to do in their free time. What are their favorite sports, TV programs, books, games, music?
- Ask about happy times. What were they doing? Who were they with?
- Stand in line with them.
- Bring something that is important to you to show them.
- Do something with them—draw a picture, play ball, climb on the jungle gym.

Here are some ways to show you are listening and you care.

- In words.
  - ✓ Ask questions.
  - ✓ Repeat what they say.
  - ✓ Use encouraging words, such as "uh huh," "I see," "really."
- With body language.
  - ✓ Look them in the eye when they are talking.
  - ✓ Lean forward.
  - ✓ Sit still.
- With expressions.
  - ✓ Use your expression to reflect what they are saying.

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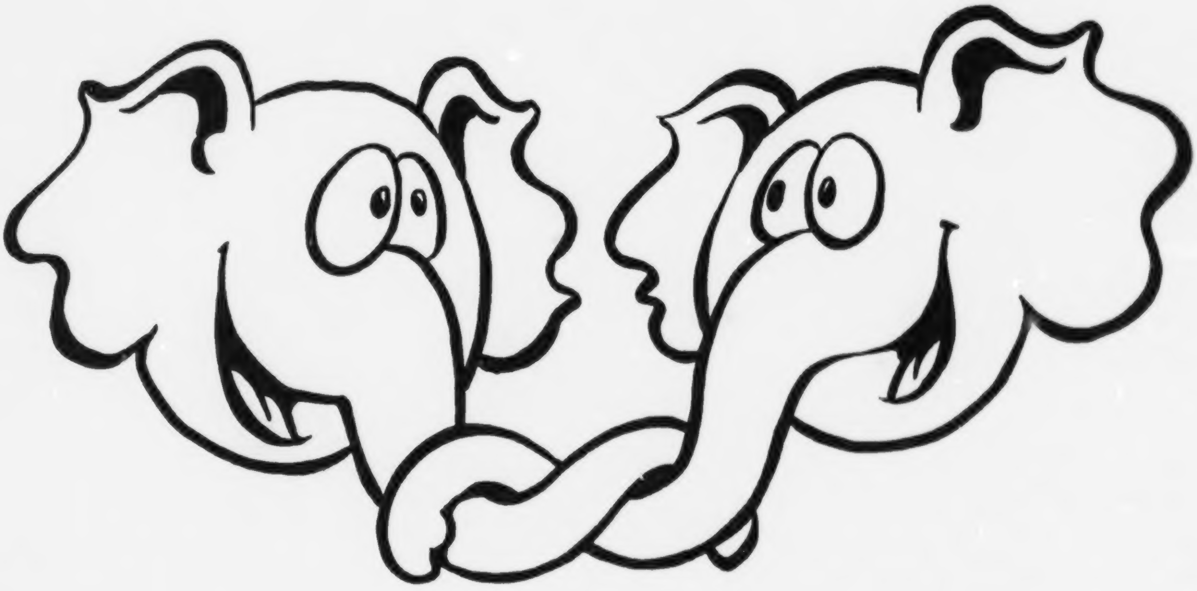
Name ______________________________

# Soft Snuggly

*Directions:* Use the picture to create a Soft Snuggly puppet or drawing to share with your little buddy.



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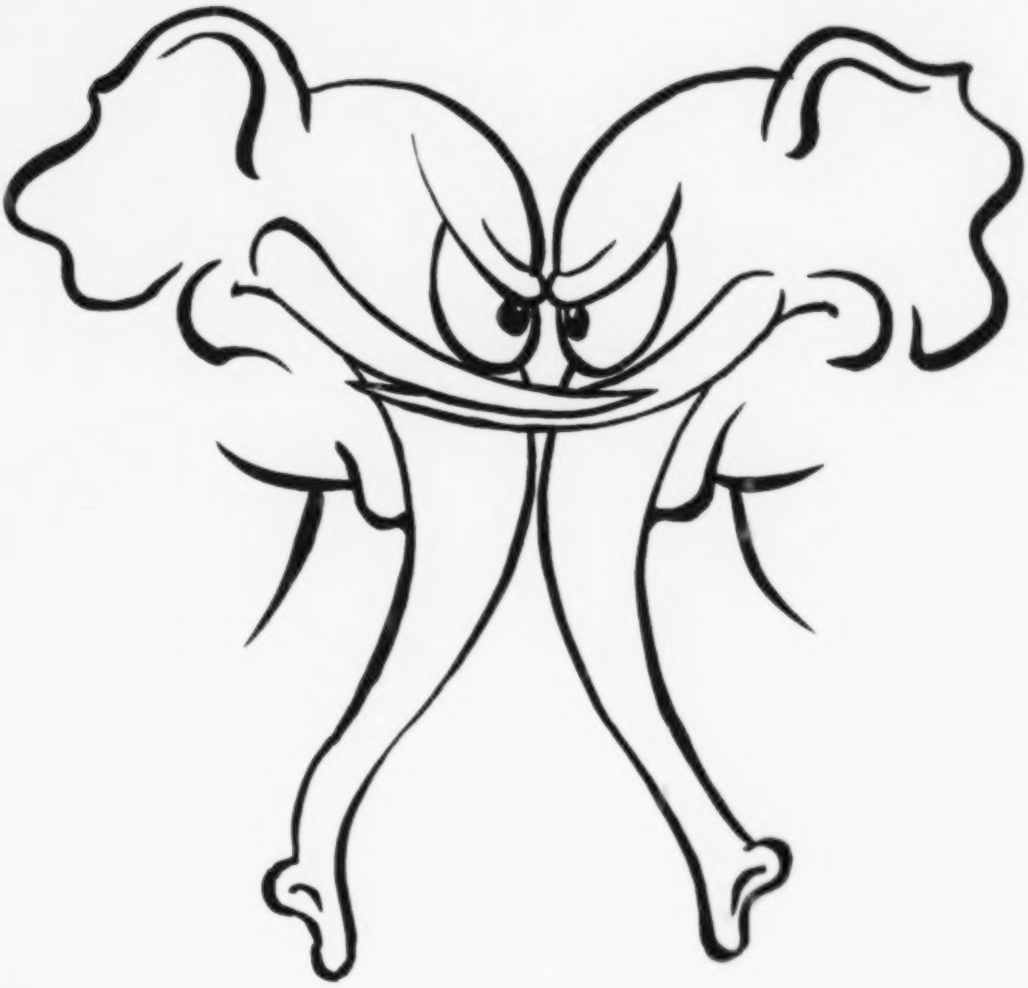
# Tuff Tusky

*Directions:* Use the picture to create a Tuff Tusky puppet or drawing to share with your little buddy.



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# Straight Talk

*Directions:* Fill in the blanks to write your own I-message.

**I feel** ______________________________________________

**when you** ______________________________________________

______________________________________________,

**because** ______________________________________________

______________________________________________.

**I want** ______________________________________________

______________________________________________.

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Name ____________________________________________

# More Ways to Say No

*Directions:* Think of ways to delay or to use the broken record technique to say no in the following stories. Fill in the blanks with your suggestions.

1. How can Robin use the broken record technique to say no in this story?

*Robin and Terry have been practicing basketball in the driveway of Terry's house. It's a hot day, and they're getting thirsty.*

Robin: I'm getting really thirsty. Do you have something cold to drink?
Terry: How about a cold wine cooler?
Robin: No, thanks. Wine coolers have alcohol in them.
Terry: They taste really good on a hot day.
Robin: ____________________________________________
____________________________________________

Terry: Oh, come on, don't be a baby.
Robin: ____________________________________________

Terry: One wine cooler won't hurt you.
Robin: ____________________________________________

Terry: What's the matter? Are you chicken?
Robin: ____________________________________________
____________________________________________

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## *More Ways to Say No (continued)*

2. How can Lesley use delaying tactics in this story?

*Pat and Lesley are spending the afternoon together at Pat's house.*

Pat: Know what? I know where my uncle keeps his cigarettes. Let's try one.

What could Lesley say? ______________________________

What could Lesley do? ______________________________

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# No Means No

*Directions:* With your group, take turns roleplaying the following situations. Use the saying-no steps to help you. When it's your turn to act as observer, use the Saying No Checklist to record how well the student in the roleplay resists pressure.

## Situation 1

Your friend has offered to treat you to a candy bar after school. When you get into the grocery store, she remembers that her wallet is still in her locker. You don't have any money either. Your friend suggests that you could slip a candy bar into your backpack without anyone noticing. How do you say no?

## Situation 2

Some of the popular kids in your class ask if you want to join their club. You really want to join the club, but they are not planning to ask your best friend and you know he will be really hurt. Think of a way to say no.

## Situation 3

An older student has invited you to go to a party at his house. You know your parents won't let you go. How do you say no?

## Situation 4

You are going to the movies with a group of your friends, boys and girls together. The boy or girl sitting next to you keeps trying to hold your hand. You are surprised and don't want to hold hands. How do you let him or her know?

Name ______________________________________________

*No Means No (continued)*

## Saying No Checklist

Name of student being observed: ______________________________

Did the student say no clearly? Yes ☐ No ☐

Did the student give a reason and use an I-message? Yes ☐ No ☐

Did the student say no firmly? Did she or he use voice, body language or expressions to back up words? Yes ☐ No ☐

Did the student suggest something else to do? Yes ☐ No ☐

Did the student use the broken record technique or delaying tactics? Yes ☐ No ☐

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# Personal Assertiveness Inventory

*Directions:* Read each question. Write the letter *A, S* or *N* to indicate your typical behavior in each situation.

*A* = Always *S* = Sometimes *N* = Never

_____ 1. Do you tell friends when you disagree with them even if you might have an argument?

_____ 2. Are you able to ask friends for help when you're confused or hurting?

_____ 3. Are you able to express your own ideas about drugs, including alcohol, even if these ideas are unpopular with your friends?

_____ 4. Do you let your friends know when they disappoint you?

_____ 5. If a friend has borrowed money and is late in paying you back, do you remind him or her?

_____ 6. Are you able to say no to a classmate who wants to copy a homework assignment that took you two hours to complete?

_____ 7. If you are bothered by a friend's talking and making noise during a movie, do you tell him or her?

_____ 8. Are you able to tell a friend who always arrives 30 minutes late that you are angry?

_____ 9. Are you able to ask a friend to do a favor?

_____ 10. Are you able to refuse unreasonable requests made by a friend?

_____ 11. When you disagree with a friend, do you express your viewpoint?

_____ 12. Are you able to refuse to do things with your friends that you don't really want to do?

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# Boys Have To...

*Directions:* Write two endings for the sentence. After each ending, give an example of a situation that illustrates the statement.

## *Example:*

Boys have to ***be tough***.

For example: ***Boys aren't supposed to cry when they feel bad.***

1. Boys have to ______________________________

______________________________.

For example: ______________________________

______________________________

______________________________

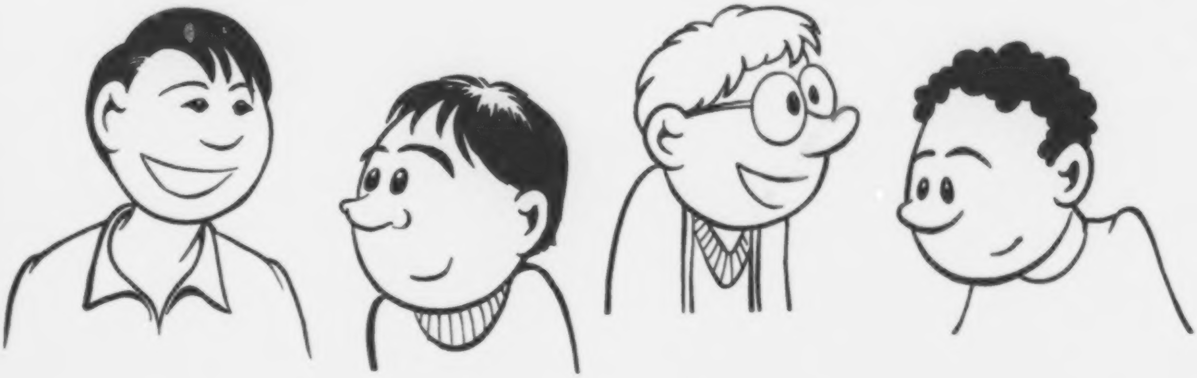
2. Boys have to ______________________________

______________________________.

For example: ______________________________

______________________________

______________________________



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# Girls Have To...

*Directions:* Write two endings for the sentence. After each ending, give an example of a situation that illustrates the statement.

***Example:***

Girls have to ***take care of others.***

For example: ***Girls should always be nice and do things for other people.***

1. Girls have to ____________________________________________

____________________________________________.

For example: ____________________________________________

____________________________________________

____________________________________________

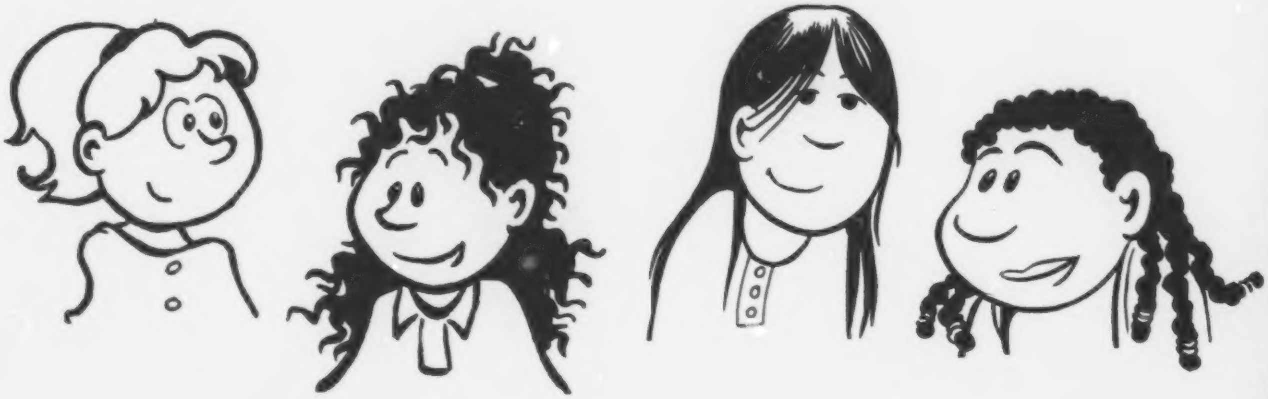
2. Girls have to ____________________________________________

____________________________________________.

For example: ____________________________________________

____________________________________________

____________________________________________



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# Setting Up an Interview

*Directions:* Use the following steps to set up an interview with someone from a local health resource.

1. Telephone the agency or person.
2. Ask for the public information manager or director. Give the person's name if you know it.
3. Give your name, grade and school.
4. Tell the person you contact that your class is trying to find out about community health resources.
5. Ask if you could set up a time after school some afternoon to come to the office or to call to interview the person. Explain that the interview will take about fifteen to twenty minutes.
6. Agree on a time to meet or to call.
7. Remember to call the person if you can't get to the interview on time.
8. Take notes during the interview.
9. After the interview, thank the person very much for her or his time and help.

Name ________________________________________

# Community Health Resource Questionnaire

*Directions:* Fill in the information about the person you are interviewing. Then ask the person the questions that follow. Add any other questions you may have.

Date of interview: ______________________________
Name of person being interviewed: ______________________
Title: ______________________________
Name of organization or group: ______________________
Address: ______________________________
______________________________
Phone number: ______________________________

1. What do you or your organization do to help educate people about health? ______________________________
______________________________
______________________________

2. What else do you or your organization do to help prevent disease or help people stay healthy? ______________________________
______________________________
______________________________

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*Community Health Resource Questionnaire (continued)*

3. What do you or your organization do to treat people who are sick or injured?

____________________________________________

____________________________________________

____________________________________________

____________________________________________

4. Do you have resources that you give away or sell? Can you show me some or describe them to me? ____________________

____________________________________________

____________________________________________

5. Do you have health materials or services especially for young people?

____________________________________________

____________________________________________

6. Our class is gathering ideas for a possible community health service project. Do you need volunteers or do you know of people who need help?

____________________________________________

____________________________________________

7. Other question(s): ____________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

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Name ______________________________

# Community Health Resource Notes

*Directions:* Listen to class reports about community health resources. Write down the name of each community resource and at least one interesting thing about it.

Name of resource: ______________________________

What I learned: ______________________________

______________________________

Name of resource: ______________________________

What I learned: ______________________________

______________________________

Name of resource: ______________________________

What I learned: ______________________________

______________________________

Name of resource: ______________________________

What I learned: ______________________________

______________________________

Name of resource: ______________________________

What I learned: ______________________________

______________________________

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Name ____________________________________________

*Community Health Resource Notes (continued)*

Name of resource: ________________________________
What I learned: __________________________________
__________________________________________________

Name of resource: ________________________________
What I learned: __________________________________
__________________________________________________

Name of resource: ________________________________
What I learned: __________________________________
__________________________________________________

Name of resource: ________________________________
What I learned: __________________________________
__________________________________________________

Name of resource: ________________________________
What I learned: __________________________________
__________________________________________________

Name of resource: ________________________________
What I learned: __________________________________
__________________________________________________

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# Thinking About Health Projects

Community service projects are ways of helping the community. They can be in the school or in the community outside the school.

A project may involve volunteering time or raising money. It may include taking action about health issues. Community service projects can be related to any aspect of health—physical, social or mental/emotional.

## Choosing a Project

As you think about possible projects, think about the following questions.

1. What interests you about doing a community service project?
2. What concerns do you have about doing this type of project?
3. What project would benefit many people?
4. What project is the right size for the time and energy you and your classmates have?
5. Could your class do everything needed for the project? If not, could you get the help you would need to succeed?
6. What would you get out of doing a community service project? How will you feel? What will you learn?

Talk to your family about projects you could choose. Do they have any suggestions?

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Name ______________________________________________

# Community Service Project Goal Check

*Directions:* Use the following questions to evaluate the project your group is checking.

Name of project: ______________________________________

1. What are the benefits of this project? ______________________
   ______________________________________________
2. Whom does it benefit—people in your community, school or class?
   ______________________________________________
3. List some of the steps that will be needed for the project.
   ______________________________________________
   ______________________________________________
   ______________________________________________
   ______________________________________________
4. How long will it take to complete this project? ________________

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Name ________________________________________

*Community Service Project Goal Check (continued)*

5. What would the class need to help reach this goal? ______________

________________________________________

6. Who could help the class reach this goal? ______________

________________________________________

7. Do you think the class could find these helpers? ______________

8. What are the things that could make this project difficult (roadblocks)?

________________________________________

________________________________________

________________________________________

9. How could the class deal with these roadblocks? ______________

________________________________________

________________________________________

________________________________________

10. Do you think the class should choose this project? Yes No Maybe

Explain your answer. ______________________

________________________________________

________________________

________________________

________________________

________________________

Name ______________________________

# Planning Our Project

## Community Service Goal

______________________________

## Planning to Reach This Goal

1. Think of small steps to reach this goal.

2. Write down the steps. ______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

3. Set date when goal will be reached. ______________________________

4. List helpers needed. ______________________________

______________________________

______________________________

______________________________

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Name ______________________________

*Planning Our Project (continued)*

List supplies needed. ______________________________

______________________________

______________________________

5. List possible roadblocks. ______________________________

______________________________

______________________________

______________________________

6. List ways to deal with roadblocks. ______________________________

______________________________

______________________________

______________________________

7. Check progress. ______________________________

______________________________

______________________________

______________________________

8. Revise goal if needed. ______________________________

______________________________

______________________________

9. Reward when done. ______________________________

______________________________

______________________________

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Name ______________________________

# Goal Check

*Directions:* Use this worksheet to assess the class progress on the community service goal.

1. What revisions did the class make on its community service goal or plans?

2. List at least two reasons for any revisions.

3. If the class did not make any revisions, explain why your plans did not need revision.

3. Describe what you have learned about planning a goal from this project.

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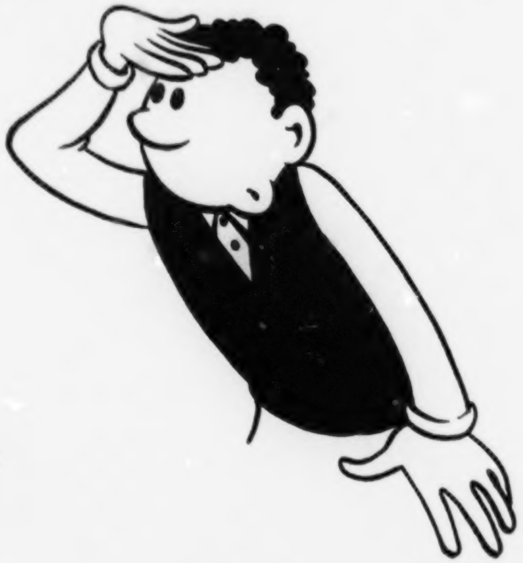
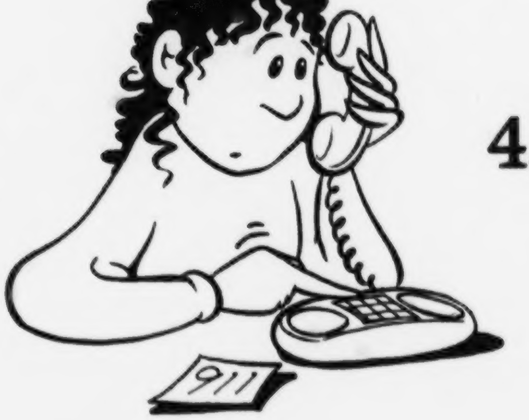
Name ______________________________

# What to Do First

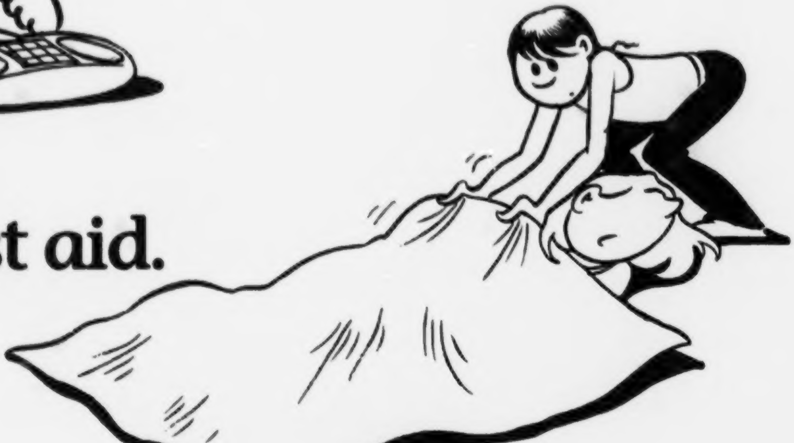
1. Stay calm.
2. Check out the scene.
3. Check the injured person.





4. Get help.

5. Give first aid.



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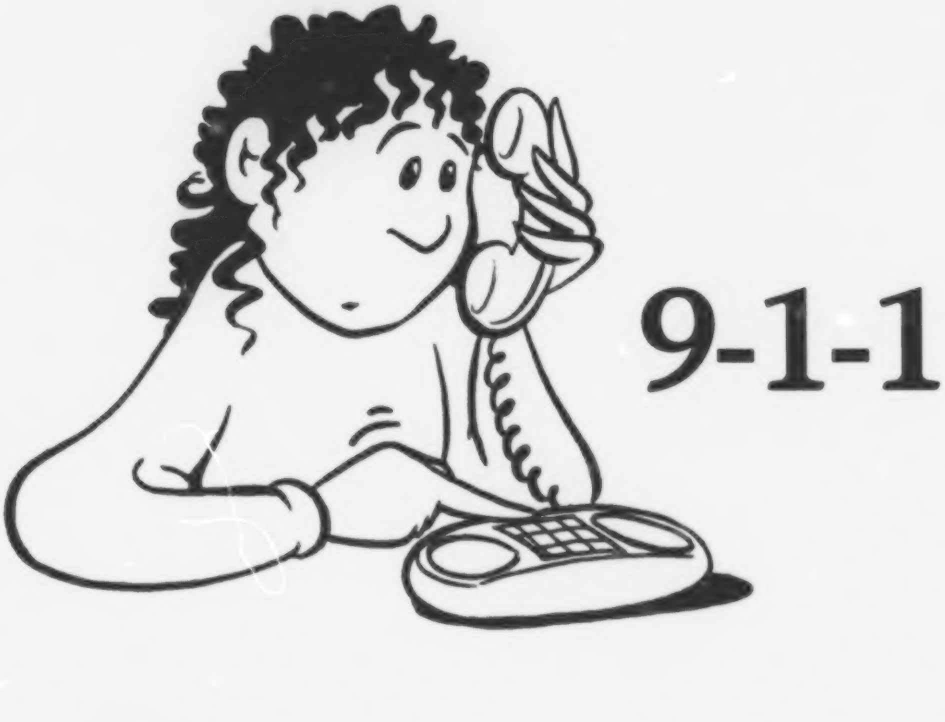
# Making Emergency Calls

1. Dial **9-1-1** or local emergency number. Dial *0* for the operator if you don't know the emergency number.
2. Say, "This is an emergency call."
3. Tell the emergency operator:
    - the phone number where you are
    - the address and any special directions to the emergency scene
    - what the emergency is
    - the condition of any injured people
    - the names of any injured people if you know them
4. Don't hang up until the emergency worker does.



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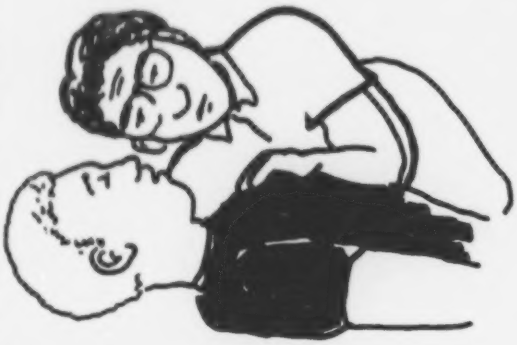
Name ______________________________________

# Rescue Breathing

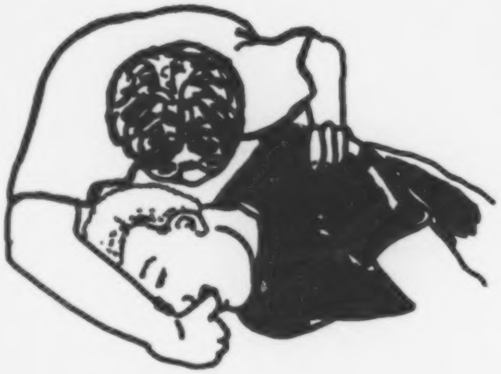


**Step 1.** Check first to be sure the person isn't breathing.

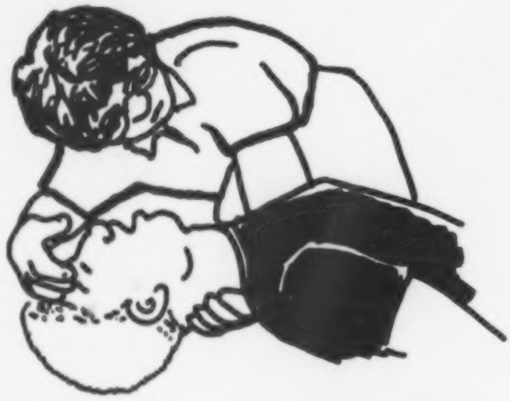
Is the chest moving up and down? (If so, the person is breathing.)

Place your ear next to the nose and mouth. Can you hear or feel any breathing?

If the person is breathing, stop. If the person is not breathing, go on to Step 2.



**Step 2.** Place the person on his or her back. Turn the head to the side and remove any food, gum or any other material that's in the mouth.



**Step 3.** Place one hand under the person's neck. Rest the other hand against his or her forehead. Gently pull the neck up and press the forehead down. This opens the air passage to the lungs.

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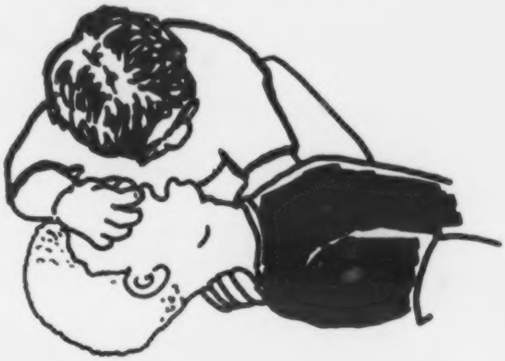
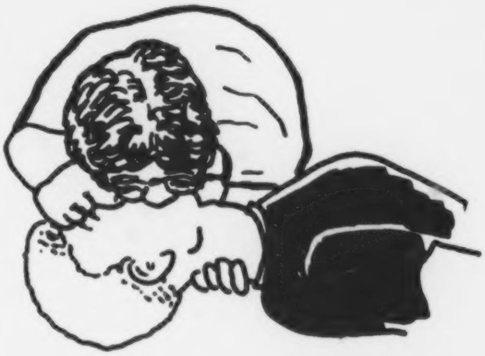
Name ______________________________

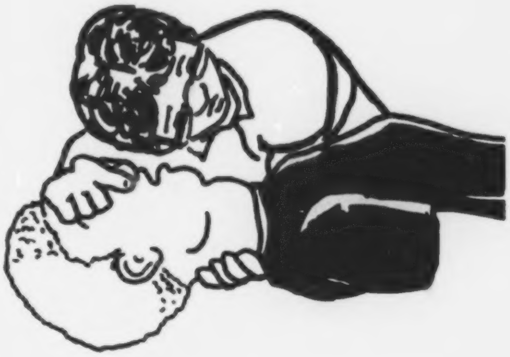
*Rescue Breathing (continued)*



**Step 4.** Pinch the person's nostrils closed. This prevents air from escaping when you breathe into his or her mouth.



**Step 5.** Take a deep breath. Seal your mouth tightly over the person's mouth and blow. You should see the chest rise as the lungs fill with air.



**Step 6.** Place your ear by the person's mouth. Listen for air coming out.

**Step 7.** If the person starts breathing, stop rescue breathing.

**Step 8.** If the person does not start breathing, continue pinching the nose closed and blowing a deep breath into the person's mouth every four seconds until the person starts breathing on his or her own.

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Name ______________________________________________

# Emergency Word Search

*Directions:* Find the letters for the five things to do first in an emergency. Circle them on the grid. List them in order at the bottom of the page.

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| c | c | a | n | a | g | n | z | b | i | j | q | q | v | g | y |
| x | n | h | m | z | t | z | a | y | s | p | k | i | f | b | r |
| w | m | z | e | b | h | y | o | x | g | l | m | s | d | u | j |
| o | l | y | o | c | s | b | n | c | u | n | l | i | t | e | p |
| v | o | b | l | y | k | x | m | w | e | z | a | g | h | w | l |
| e | g | x | p | c | r | p | o | d | w | t | c | u | r | c | o |
| u | e | v | k | x | i | c | e | v | s | b | y | e | j | y | k |
| f | t | w | q | w | j | w | p | r | c | x | a | w | p | a | q |
| t | h | i | j | d | q | d | i | e | s | d | t | c | l | z | i |
| g | e | p | i | e | j | f | k | u | x | o | s | y | n | b | s |
| s | l | e | c | h | e | c | k | s | c | e | n | e | m | x | g |
| h | p | v | r | v | k | v | q | f | a | v | l | a | o | d | u |
| r | k | f | i | v | l | e | t | t | m | f | n | z | k | v | e |
| i | p | g | s | u | o | f | h | g | o | t | m | b | q | f | w |
| j | z | u | h | f | m | u | r | s | q | h | o | x | i | g | c |
| a | q | t | g | t | a | i | s | r | k | r | k | d | s | t | h |

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

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Name ________________________________

# Both Sides of the Picture

## Tuning in to TV

Role 1: You are a sixth grader who wants to watch your favorite TV program.

Role 2: You are a younger brother or sister who is watching cartoons at the time of your older brother or sister's favorite show.

## Music Madness

Role 1: You have been hearing about a new music tape all week, and you can't wait any longer to get it. You want your mom or dad to take you downtown to get it as soon as she or he gets home from work.

Role 2: You are tired after a long day at work. Dinner needs to be made. You don't see why your son or daughter needs to have the tape immediately.

## An Old Story

Role 1: You are Goldilocks and you are hungry after a long walk in the woods.

Role 2: You are Papa or Mama Bear and you are angry that someone ate the breakfast you got up early to prepare.

## Guns—Pro and Con

Role 1: You believe a person should have the right to carry a gun and learn to be careful with it.

Role 2: You believe guns are dangerous and the only way to avoid senseless killings is to ban handguns.

Name ______________________________

*Both Sides of the Picture (continued)*

## Feelings About Friends

Role 1: You told a classmate that your friend isn't very cute.

Role 2: You heard about what your friend said about you and you are upset.

## To Smoke or Not to Smoke

Role 1: You are a junior high student who gets cigarettes from a high school student. You want your friend to smoke with you.

Role 2: You know smoking is bad for your health. You don't want to try cigarettes.

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Name ______________________________

# I Saw It on TV

*Directions:* Answer the following questions about a conflict on a television program you watch.

1. Describe the conflict. ______________________________

______________________________

______________________________

2. What caused the conflict? ______________________________

______________________________

______________________________

3. Were there any negative results (consequences) of the conflict? ________

If so, what were they? ______________________________

______________________________

4. Were there any positive results (consequences) of the conflict? ________

If so, what were they? ______________________________

______________________________

5. Do you think it would have been better to prevent this conflict? ________

Why? ______________________________

______________________________

6. Suggest some ways the conflict might have been prevented. ________

______________________________

______________________________

______________________________

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Name ______________________________

# How I Handle Conflict

*Directions:* Look at the list of behaviors below. Check the box that describes how often you act in a certain way when involved in a conflict.

## When I Get Involved in a Conflict I…

| | Usually | Sometimes | Rarely |
|---|---|---|---|
| 1. Get away or keep quiet. | ☐ | ☐ | ☐ |
| 2. Apologize. | ☐ | ☐ | ☐ |
| 3. Get my friends to gang up on the other person. | ☐ | ☐ | ☐ |
| 4. Swear or yell. | ☐ | ☐ | ☐ |
| 5. Ask for help. | ☐ | ☐ | ☐ |
| 6. Make a joke to lighten things up. | ☐ | ☐ | ☐ |
| 7. Pretend there is no conflict. | ☐ | ☐ | ☐ |
| 8. Talk it out. | ☐ | ☐ | ☐ |
| 9. Hit, kick or wrestle. | ☐ | ☐ | ☐ |
| 10. Ask the other person to apologize. | ☐ | ☐ | ☐ |

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Name ______________________________

# Using the Negotiation Steps

*Directions:* Pick a conflict from the list your teacher gives you. Use the negotiation steps to work with your partner to settle this conflict. Write what you would say under each step.

1. Describe your point of view and your feelings. ______________________________
2. Listen to the other person's point of view and feelings. ______________________________
3. Say what you think the other person said in your own words. ______________________________
4. Suggest solutions. ______________________________
5. Agree on a solution. ______________________________
6. Talk about how to avoid this type of conflict in the future. ______________________________

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# Drug Myths and Facts

*Directions:* Work with your partner to decide if each of these statements about drugs is incorrect—a myth—or correct—a fact. Circle the word *myth* or *fact* for each statement.

1. Myth Fact Wine coolers contain alcohol.
2. Myth Fact Tobacco smoke can be harmful to nonsmokers, too.
3. Myth Fact Other people can cause people to drink alcohol or use other drugs.
4. Myth Fact People who are addicted to drugs need special help.
5. Myth Fact Drugs damage only the lungs and heart.
6. Myth Fact Automobile crashes are the top killer of young people of high school and college age (ages 15–24).
7. Myth Fact Marijuana is the most commonly abused drug in the United States.
8. Myth Fact Almost all adults drink alcohol.
9. Myth Fact It is easy to stop using a drug if you change your mind after you start.
10. Myth Fact A person who is rich and popular can be addicted to alcohol or other drugs.

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Name ______________________________

# The Truth About Drugs

*Directions:* Write your responses to the questions or statements.

1. List one reason young people give for using drugs. ______________________________

2. Do you think smoking, drinking or using another drug will give young people the results they are looking for? Explain why or why not. ______________________________

3. Suggest at least one healthy thing that young people could do instead of using drugs. ______________________________

4. What questions about drug decisions and pressures would you like to ask the high school panel? ______________________________

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# Teens Talk Straight About Drugs

*Directions:* Answer the following questions about the Peer Prevention Panel presentation.

1. Did you think it was a good idea to have high school students come to speak to the class about drugs? ______________________
   Why or why not? ______________________________
   ______________________________
   ______________________________

2. What are three things you learned that will help you resist using drugs?
   ______________________________
   ______________________________
   ______________________________
   ______________________________
   ______________________________

   Why do you think these things will help you? ______________
   ______________________________
   ______________________________
   ______________________________
   ______________________________
   ______________________________

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Name ____________________________________

*Teens Talk Straight About Drugs (continued)*

3. What could be done to make the panel discussion better if we did it again next year? ______________________________

4. Do you have any other thoughts about the Peer Prevention Panel? What were your feelings as you listened to the teens? Do you have any more questions? ______________________________

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# My Dreams for the Future

*Directions:* Complete the following sentences.

1. I want to become really good at ______________________________
2. I want to learn how to ______________________________
______________________________________________
3. I want to try ______________________________
______________________________________________
4. I want to travel to ______________________________
because ______________________________
______________________________________________
______________________________________________
5. I would like to have enough money to ______________________________
______________________________________________

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*My Dreams for the Future (continued)*

6. If I could choose any career, I would choose ____________________
________________________________________

7. I would like to have my own family. Yes ___ No ___
If yes, explain why. What would it look like? ____________________
________________________________________
________________________________________
________________________________________
If no, explain why. ____________________
________________________________________

8. I would like to help other people by ____________________
________________________________________
________________________________________

9. Two things I can do today that will help me realize my dream(s):
________________________________________
________________________________________

10. Two behaviors that could get in the way: ____________________
________________________________________
________________________________________

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Name ______________________________

# Goals Interview

*Directions:* Interview an adult, using the following questions.

Name of person being interviewed (optional) ______________________________

1. What kind of work do you do? ______________________________
______________________________
2. How long have you been doing this work? ______________________________
3. How old were you when you decided to do this kind of work? __________
______________________________
4. Do you like your job? ______________________________
5. Do you remember what you wanted to be or do when you grew up when you were my age? ______________________________
6. What inspired you to have this dream? ______________________________
______________________________
7. Have any of your dreams or plans come true? ______________________________
8. What goals did you set for yourself? ______________________________
______________________________
______________________________

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Name ______________________________

*Goals Interview (continued)*

9. What or who helped you reach your goal(s)? ______________________________

10. What roadblocks did you have to overcome? ______________________________

11. Do you have any goals that you would still like to achieve? ______________

12. What are they? ______________________________

13. How will you reach one of these goals? ______________________________

14. If you were to grow up again, what would you change? ______________

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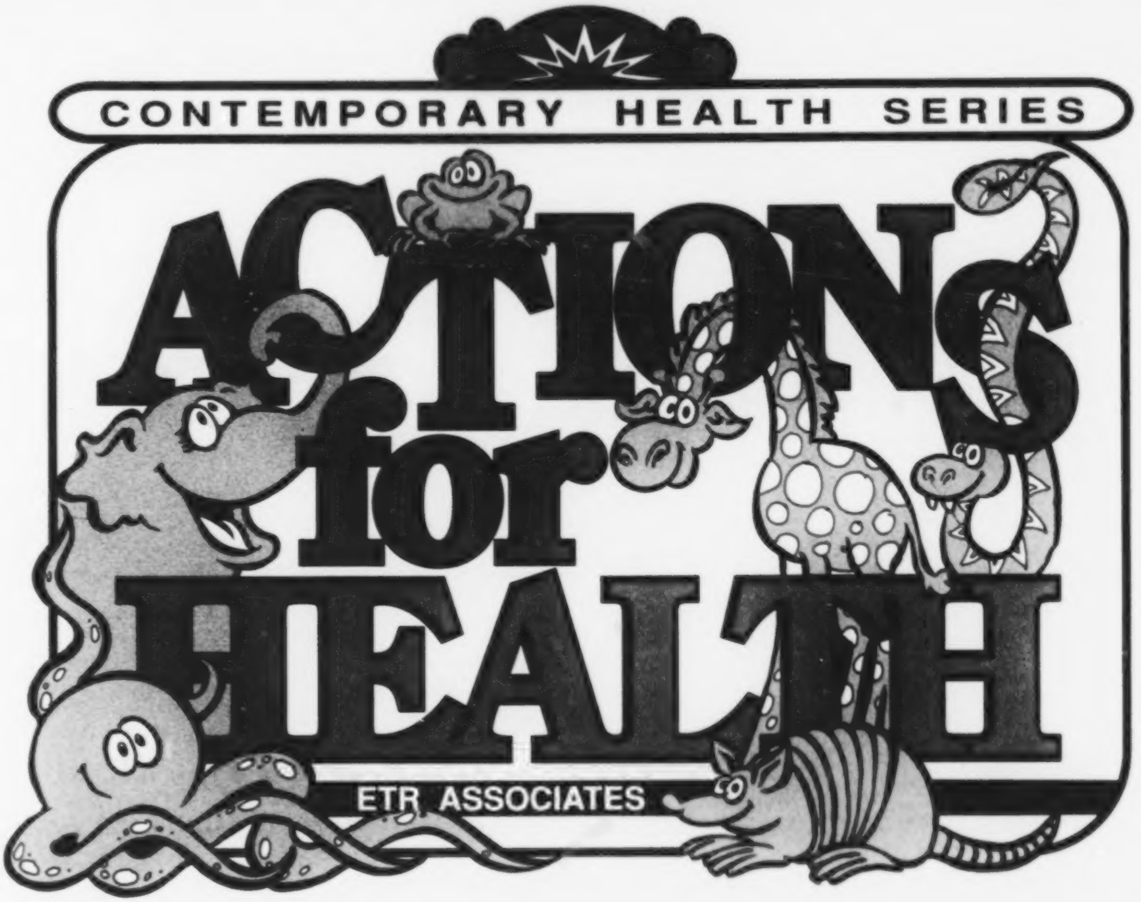
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ACTIONS for HEALTH
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SAMPLE

# nvolving Families

## 6

ETR ASSOCIATES

# Introduction

Family and community involvement is an important aspect of a comprehensive health education program. Families are the primary lifestyle educators of their children. The health knowledge and skills students gain in the classroom must be supported and reinforced at home and in the community.

At every grade level, the *Actions for Health* curriculum has suggestions for home and family involvement, including letters that can be sent home with students on a variety of topics. The letters offer health information for families and children, suggest activities for family health and describe difficult topics.

For your convenience, we have collected the letters for this grade level in this booklet. These letters were developed to accompany specific lessons. We encourage you to use these letters as a tool to develop family and community involvement. Feel free to adapt them to meet your needs.

Other elements of the *Actions for Health* curriculum are also designed to foster family and community involvement:

- **Activity posters** (grades K-3)—These interactive posters feature suggestions for family activities around specific health themes.
- **Pamphlets** (grades 4-6)—These pamphlets, designed to appeal to preteens, can be shared with families.
- **Student booklets**—Each grade level includes two *Actions for Health* student booklets. These are entertaining stories, written around specific health themes, which children are encouraged to share with families.
- **Special Event**—Each grade level includes suggestions for a Special Event, which you can use to involve the school community, family members and the wider community.

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10 9 8 7 6 5 4 3 2 1

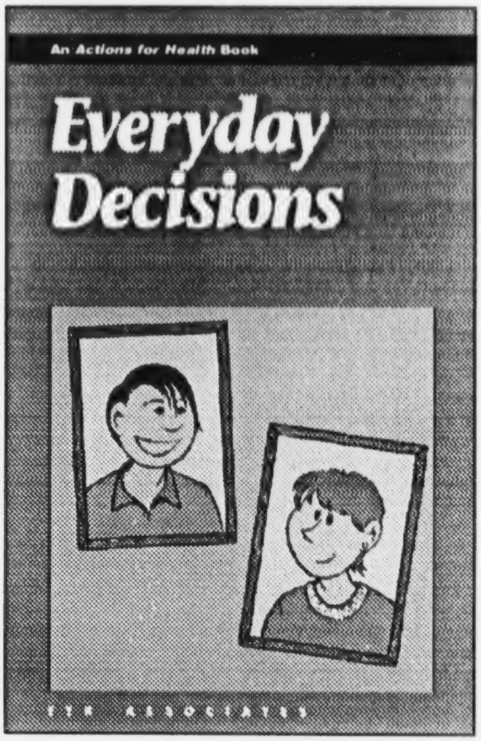
# Setting Goals for Health

Dear Family:

Your child will be studying a comprehensive health program, *Actions for Health,* this year. Comprehensive health education offers honest, relevant information and teaches skills and strategies to help children make wise decisions about healthy behaviors.

The theme for this year's program is goal setting. Students will be learning how to set goals and make plans to achieve their goals. Goal-setting skills help children take charge of their behavior.

Today in class, students read a story, *Everyday Decisions,* about some young people and their goals. In the next few weeks, students will be learning to use goal-setting skills to improve their personal health. Your child has a copy of the story to share with you. Your encouragement will help your child achieve the goals she or he sets.



If you have any questions, please call.

Sincerely,

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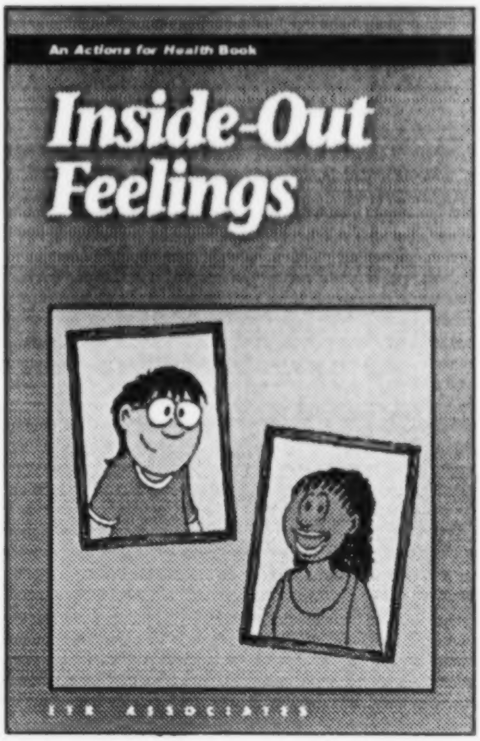
# Acceptance and Self-Esteem

Dear Family:

As part of this year's health curriculum, *Actions for Health,* our class has discussed differences between how people look and how they feel. Many students at this age are beginning to be very concerned about how they look to others. They are also experiencing many new feelings.

Helping children to accept things they can't change about themselves and to build skills to change the things they can helps enhance their self-esteem. Enhancing young people's self-esteem helps empower them to make healthy choices in their lives.

*Inside-Out Feelings,* a story we read in class, illustrates some of the differences between physical, outer traits and inner traits and emotions. Sharing this story with your child may offer you an opportunity to talk about some of his or her fears, insecurities and feelings about growing up.



If you have any questions, please call.

Sincerely,

______________________________

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# A Time of Change

Dear Family:

As part of this year's health curriculum, students will be learning about puberty, the male and female reproductive systems and HIV/AIDS prevention. Puberty can be a stressful time, as young people wonder about the physical, emotional and social changes they are experiencing. These lessons are designed to answer some of their questions.

We encourage you to talk with your son or daughter about these topics. You are the best educators for your children, and your participation will greatly increase the effectiveness of our educational efforts. Although these topics may be difficult to discuss, they are very important for the health of our children.

You are invited to attend a meeting on

______________________________________________

*(day and time)*

to learn more about the lessons on puberty and to preview some of the materials. The meeting will be held at

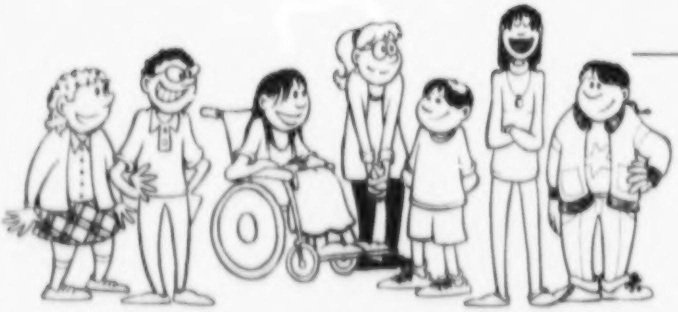
______________________________________________.

*(place)*

Please call if you have any questions or comments.

Sincerely,

______________________



# HIV Prevention Education

Dear Family:

As part of our comprehensive health curriculum, *Actions for Health,* our class will soon be studying a lesson on HIV/AIDS. The lesson is designed to help students understand that *anyone* can catch HIV/AIDS and that people can make choices that will protect them from the virus.

The emphasis of the lesson is on behaviors that prevent the transmission of HIV, the virus that causes AIDS. In order to know how to avoid infection, students must be advised of ways that the virus is transmitted, which include the following:

- sexual intercourse
- sharing needles used to inject drugs
- sharing needles for ear piercing or tattooing
- blood-brother or blood-sister games

You are welcome to preview this lesson and the materials that will be used. You are also encouraged to discuss this difficult but important subject with your child. For your information, a fact sheet on HIV/AIDS is included with this letter. If you have any questions or concerns, please call.

Sincerely,

______________________________

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## HIV/AIDS Facts

- HIV stands for *human immunodeficiency virus,* the virus that causes AIDS.
- AIDS stands for *Acquired Immune Deficiency Syndrome,* a communicable disease that damages the body's immune system.
- HIV attacks the body's natural defense against disease, the immune system. When the immune system is weakened by the virus, the body is vulnerable to diseases that healthy people normally do not get, such as rare kinds of cancer, tuberculosis and recurrent pneumonia.
- HIV is not spread through the air or by touch.
- HIV is not spread by sharing toilet articles, food or silverware.
- HIV lives in certain body fluids—blood, semen, vaginal fluids and breast milk. It does not live in sweat, saliva or tears.
- The virus is transmitted only through the exchange of the body fluids in which it lives.
- There is as yet no cure for HIV or AIDS.
- Abstinence from sexual intercourse is the only sure way to prevent sexual transmission of HIV.
- Other behaviors to avoid include sharing needles to inject any drugs (even legal drugs), sharing needles for ear piercing or tattooing, and any other activities in which blood might be exchanged.
- Nobody can get HIV by donating blood.

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# Community Service

Dear Family:

Our class has chosen a community service project to work on. This project will help students learn how to give as well as get help. It will benefit students as they contribute to their community. Students will learn that they are needed and they can make a difference.

Our community service project goal is to ______________________________

______________________________________________________________.

Students have worked very hard to plan their project. They would appreciate your help with any of the following items.

Tasks: ______________________________________________________

______________________________________________________________

______________________________________________________________

Materials: ___________________________________________________

______________________________________________________________

______________________________________________________________

Please mark the things on the list that you could help with. We welcome any other suggestions you have. Please write your name and phone number or address below and return this letter to school. Call if you have any questions. Thank you.

Sincerely,

______________________________

Name: _______________________________________________________

Address: _____________________________________________________

Phone: ______________________________________________________

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# Peer Prevention Panel

Dear Family:

Our comprehensive health curriculum, *Actions for Health,* includes lessons to prevent drug use. As part of these lessons, our class will be visited by a Peer Prevention Panel made up of older students. The panel members will be talking to students about some of the pressures they have faced and their choices about drug use.

The panel is designed to present a strong no-use message to students from a source students respect. Students at this age are sometimes more impressed by messages from their peers than by adult messages. The panel discussion will help motivate students to make safe, healthy choices—deciding not to use drugs.

Research has shown that students will ask questions of peers that they would not ask of adults. They are more likely to ask these questions when parents and other adults are not present. I will be present, however, as panel moderator.

I will be happy to answer any questions about the panel. Please call if you have any concerns.

Sincerely,

______________________________

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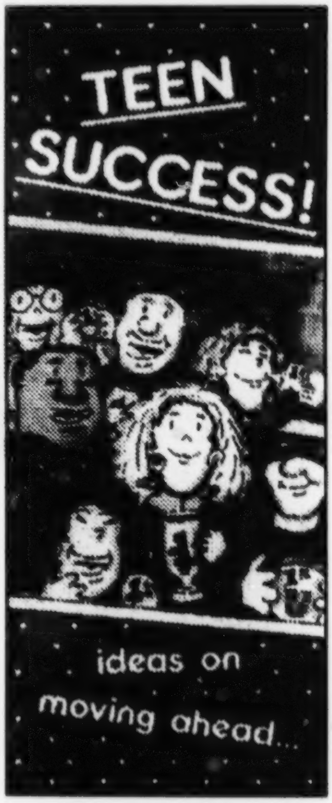
# Goals and Dreams

Dear Family:

This year's comprehensive health curriculum, *Actions for Health,* has emphasized the importance of setting goals. Students have learned skills to help them set goals. These skills help children learn to take charge of their behavior.

In the final health lesson, we have discussed goals and dreams for the future. Students have been asked to interview an adult family member or friend about his or her goals and dreams. We hope that the lesson and these interviews will help students appreciate the importance of goal setting and learn from the experiences of adults. You can help your child by answering interview questions or arranging an interview with another adult.


TEEN
SUCCESS!
ideas on
moving ahead...

Your child also has a pamphlet about Teen Success, which we discussed today in class. Encourage your child to share this pamphlet and her or his thoughts about it with you.

Please contact me if you have any questions or comments.

Sincerely,

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